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ABSTRACT

The University of Denver developed and implemented a project integrating career education with traditional liberal arts and sciences programs. Fifteen departments representing the humanities, physical sciences, and social sciences in the College of Arts and Sciences and the management disciplines of the College of Business Administration generated five major categories of career-oriented activities: advising-related, curricular offerings, interdisciplinary courses, curricular reform, and faculty/community/student exchanges. Evaluation, consisting of faculty and student surveys, indicated (1) faculty, generally supportive of integrating career education, viewed career advising as part of their function; (2) most faculty are current on career opportunities, but few teach career education concepts or arrange for contacts with business; (3) project faculty advised more students about course selection in light of career options, arranged more student contact with business, and taught more career education courses; (4) participating students were able to identify more career options and skills they were learning as relevant to careers; (5) exposed students were more confident about obtaining employment; (6) students were more positive than faculty about integrating career education; and (7) exposed students communicated more frequently with faculty, alumni, and peers about career decisions. (Appendixes, amounting to over one-half of the report, include project-developed materials and questionnaires.) (YLB)

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CAREER EDUCATION PROGRAM
PROJECT PERFORMANCE REPORT

UNIVERSITY OF DENVER
FINAL REPORT

ACADEMIC/CAREER EDUCATION

Grant Number
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ACADEMIC/CAREER EDUCATION PROJECT

PERFORMANCE REPORT ABSTRACT

The University of Denver, with the support of the United States Office of Career Education, has developed and implemented a distinctive project devoted to the integration of career education with traditional liberal arts and sciences programs. This project addressed student needs both for career advising and for information about the relationship between academic and career goals. The major objectives of the project were:

1. Students will make course and major selections with knowledge of how these decisions may affect career choices after graduation.

2. Students will be assisted in identifying and developing the job entry skills needed for obtaining their first job out of school.

3. Faculty will be assisted in obtaining career and job placement information needed to carry out their department advising plan which can be used to alter course content, course offerings and major requirements.

4. Students will be provided with the widest possible range of opportunities to examine their goals and values and to become acquainted with career opportunity information on which to base their career decisions.

Since the faculty members in an institution of higher education are the principle contacts for students, faculty are in a good position to influence students in the areas of career awareness, career planning and goal setting. The introduction of career principles and information within the liberal arts and sciences was achieved by developing faculty-departmentally based career education activities and programs.

Project staff worked closely with interested faculty in fifteen departments representing the humanities, physical sciences, and social sciences in the College of Arts and Sciences and the management disciplines of the College of Business Administration. All fifteen departments developed and implemented career oriented activities. Eight departments prepared and distributed career materials; three departments offered career courses for credit; two departments held class sessions on careers; two interdisciplinary courses were offered; three departments prepared proposals for career-related curriculum programs; and three departments held faculty/student/community exchange workshops.

The method chosen to evaluate the impact of the project was a questionnaire survey. A questionnaire for faculty and a questionnaire for students were developed and administered to individuals who had been involved with the project and to individuals who had not. The project had significant involvement with 22 faculty members. These 22 core faculty and 22 randomly selected matched faculty members were included in the faculty survey. The return rate was 100%.

The sampling plan for the student survey was designed to reach the broadest variety of students. Five hundred student questionnaires were given to chairpersons for distribution to classes. Completed questionnaires were returned from 335 students for a return rate of 67 percent. Thirty-six percent indicated that they had received career information or attended career related activities or taken a career education course. These students were classified as the group exposed to career education and the remaining students constituted the comparison group.

An analysis of the questionnaire results provided both descriptive information about faculty and students and a comparison between individuals exposed to project activities and individuals who did not participate.

Summary of Survey Findings

The following general conclusions about the Academic/Career Education Project can be drawn from the surveys of faculty and students:

1. Most faculty were generally supportive of integrating career education into liberal arts departments and viewed advising students on career opportunities as part of their function.

2. Most faculty engage in such basic career education activities as keeping current on career opportunities for majors and advising them about career related decisions, but a minority of faculty teach career education concepts in their courses or arrange for significant contacts with the business community.

3. The core faculty members who worked closely with the project advised more students about course selection in light of career options, arranged for student contact with more community business persons, and taught more career education courses than the other faculty in the university.

4. Students exposed to career education materials and activities were able to list more career options for graduates in their major and were able to identify more skills they were learning which would be relevant to their careers than other students who did not receive career education.

5. Students exposed to career education were more confident than other students about getting a good job.

6. Students were generally even more positive than faculty about integrating career education into their liberal arts curriculum.

7. Students receiving career education communicated more frequently with faculty, alumni, and fellow students about career decisions than did other students at the university.

General Conclusions

1. It is reasonable to conclude that the project had a definite impact on faculty and students at the University of Denver.

2. The methodology used by Academic/Career Education staff to achieve project goals was a successful one. The following characteristics of that methodology seem to be the most valuable:

   a. Working closely with Department Chairpersons and other interested faculty

   b. Establishing and working with a broad based advisory board

   c. Encouraging faculty to develop their own ideas and approaches to career education and assisting them with the implementation of their plans

   d. Encouraging students to seek information about careers in their discipline from their faculty advisors through the APR (Academic Progress Report)

   e. Recognizing that career education can be successfully approached from a variety of perspectives

3. Career education was enhanced on the University of Denver campus by broadening the understanding of faculty, students, and administrators of career concepts.

4. Members of the campus community were given the opportunity to think about and discuss significant issues related to careers and liberal arts education.

5. Faculty members and students were encouraged to examine their discipline from new perspectives.

6. Students were able to reflect on the relationship between some of their personal goals and their university experiences.

7. Resources were provided that enabled departments to expand and enrich their educational activities.

8. New communication channels were established between the university and the community.

9. The campus collection of career resource materials was expanded and brought to the attention of the campus community.

10. The undergraduate curriculum at the University of Denver was influenced by the project.

11. Career education course work and activities can be developed and implemented within a traditional college structure without requiring any significant modification in organizational patterns.

12. An infusion approach to career education that involves students and faculty in a variety of career-oriented activities can exist side by side with, and cooperate with, a career service unit.

13. It appears that the methodology developed by the Academic/Career Education project staff at the University of Denver can be replicated on other campuses interested in implementing career concepts and principles within the liberal arts curriculum.

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I. INTRODUCTION

A critical issue now facing the higher educational community is the value of a liberal arts and sciences education in today's career-oriented society. While upholding the integrity of the liberal arts, is it possible to integrate career concepts within the traditional mode? Will programs which address the career implications of the liberal arts and sciences be effective in assisting students to prepare for careers? Student demands for relating academic programs to career pursuits and societal pressures for reducing the isolationism between the academic and employment world, strongly suggest that these questions need to be addressed.

In response to this issue, the University of Denver, with the support of the United States Office of Career Education, has developed and implemented a distinctive project devoted to the integration of career education within traditional liberal arts and sciences programs at the university level. This project addressed student needs for career advising and for information about the relationship between academic and career goals. Since the faculty members in an institution of higher education are the principle contacts for students, faculty can provide the best means of influencing students in the areas of career awareness, career planning and goal setting. The introduction of career principles and information within the liberal arts and sciences was achieved by developing faculty-departmentally based career education activities and programs.

The first year of the project focused on the introduction of Academic/Career Education concepts in ten departments of the College of Arts and Sciences at the University of Denver. Each participating department explored the differing perceptions of the world of work from the vantage point of a particular discipline and the divergent career needs of students majoring in that discipline.

The second year of the project built upon first year accomplishments, attempted to increase the involvement of faculty and administration in career oriented activities, and sought to reach a greater number of university students. The project was expanded to include five more departments, one from the College of Business Administration. Second year activities included programs in the areas of student advising, curriculum, alumni affairs, and interaction with the business, labor, industry and government community. Career issues were discussed, debated and investigated by faculty.

The implementation of the various career education programs which are described in this report reflect the commitment made by members of the University of Denver faculty, administration, and project staff to meet the career objectives established by this project. The specific outcome and process objectives of the project were:

A. Overall Project Objectives

The University will initiate a faculty department-based career education program which, when fully implemented, will provide students with advising assistance and information about the career planning process and the relationship between education and work so that:

1. Students will make course and major selections with knowledge of how these decisions may affect career choices after graduation.

2. Students will be assisted in identifying and developing the job entry skills needed for obtaining their first job out of school.

3. Faculty will be assisted in obtaining career and job placement information needed to carry out their department advising plan, which can be used to alter course content, course offerings and major requirements.

4. Students will be provided with the widest possible range of opportunities to examine their goals and values and to become acquainted with career opportunity information on which to base their career decisions.

Second Year Performance Objectives in Support of Project Objective A

1. Introduce the career education concept to five additional departments of the university.

2. Assist these academic departments in developing their own plan for giving career advising to the "majors" of their department including assistance in offering career planning modules and in the collection of information and the development of materials necessary to carry out the department plan.

3. Assist those departments interested in field testing the student seminar plan.

4. Implement the student career education and advising program.

5. Field test the use of an interdisciplinary student seminar as a vehicle to carry career concepts to students.

6. Identify operational and philosophical problems encountered in second year of movement to overall project activities and provide support, ideas, encouragement and assistance to the faculty.

7. Refine evaluation and/or final report so that it can be useful in disseminating information to other colleges and universities.

B. Overall Project Objective

The University of Denver will make institutional and organizational modifications necessary to integrate career preparation into academic programs.

Second Year Performance Objectives in Support of Probject Objective B

1. Expand developing faculty awareness and commitment to an integrated academic/work relationship.

2. Initiate programs for utilizing multiple resources and flexible approaches to teaching/learning processes within the academic departments.

3. Increase the faculty's utilization and involvement in the University's Career Planning and Placement Services.

4. Initiate and expand awareness of programs in academic departments utilizing the collaborative efforts of University staff and the business/labor/industrial community to offer students academic/work related experiences.

The following sections summarize the second year activities which were developed and implemented to meet the above objectives. The evaluation section contains evidence related to the effectiveness of the project as a whole in meeting its objectives.

II. NATURE OF PROCESS - METHODOLOGY

The faculty-department based career education program was initiated at the University of Denver on October 1, 1977. The ten departments in the College of Arts and Sciences which were involved in the first year project efforts were: Mathematics, English, Political Science, History, Sociology, Philosophy, Mass Communications, Theatre, Physics, and Anthropology. During the second year of the project, commencing October 1, 1978, five additional departments were included: Foreign Languages, Speech Communication, Biological Sciences, Economics, and General Business and Management (from the College of Business).

Introduction of Career Concepts

Project staff met regularly with the chairperson and interested faculty from each department to discuss both the aims of the Academic/Career Education Project and the importance of blending career concepts into departmental programs for undergraduates. Project staff maintained close contact with these 'core' faculty in order to facilitate positive attitudes toward career education and to broaden perspectives on key concepts. Discussions with core faculty who had been involved in first year activities also centered upon the evaluation of prior career-related activities to determine directions for programs during the second year of the project.

Interaction with core faculty members in each department revolved around questions raised by the project staff to help determine the career education needs of their students and to identify possible program activities. Suggestions by the staff were offered only to stimulate the faculty members to develop their own plans and programs. The Academic/Career Education Project staff members attempted to serve as "catalysts" in the development of career activities on the University of Denver campus. The goal was to encourage faculty members in the various participating departments to develop their own career projects and to implement them in their own way.

Philosophical and Operational Concerns

It was recognized that a potential obstacle to the full implementation of the Academic/Career Education Project at the University of Denver was the ambivalence and even hostility arts and sciences faculty members might display toward anything they perceived as "vocational" or "professional". After all, one difference between faculty members in the arts and sciences compared to faculty members in engineering, law, social work, and the like is that arts and sciences courses claim to be "academically" oriented, not "professionally" (or career) oriented. While the distinction between academic and professional curricula may not be of central concern to students, it is, at times, an important one to many faculty.

By taking the following steps, the staff of the Academic/Career Education Project was able to avoid faculty resistance and to secure the cooperation of the faculty in many departments:

1. An Academic/Career Education Project Advisory Board was established. The Board, which met periodically to guide the implementation of the project, consisted of the Vice-Chancellor for Academic Affairs, the Associate Dean of the College of Arts and Sciences, the Associate Dean of the College of Business Administration, the Director of Career Planning and Placement, and the Registrar.
2. Faculty members in the various departments were assured of the project staff's willingness to assist them with the development of career oriented activities and were asked to determine for themselves what they would like to do. This was done to keep the commitment level of the departments high.

3. Students were encouraged through posters and a statement on the APR, a computerized advising guide they receive, to see their advisors about their career goals. In this way faculty members were encouraged to learn more about the career implications of their disciplines.

4. The ability of the Academic/Career Education Project to provide support in the form of technical assistance, data gathering, personnel, funds, and materials motivated departments to participate.

5. The support the project received from top University Administrators encouraged faculty members to participate.

6. Student interest in careers was reflected by their attendance at career oriented functions and their enrollment in courses that were devoted to career issues.

7. Stressing the relationship between student interest in careers, student recruitment, and retention made the career project a more vital concern to faculty.

As a result, project staff experienced little or no direct resistance to the introduction of career education concepts within the fifteen departments. Core faculty were enthusiastic about proposed program activities, but were reluctant to involve many other members of the department's faculty. A number of them claimed that this was due to the stringent tenure and promotion policies which continue to inhibit faculty participation in activities other than those directly rewarded. Despite this obstacle, all fifteen departments developed and implemented career programs.

III. DEPARTMENTAL ACTIVITIES

The Performance Objectives were designed to provide maximum flexibility within the departments with regard to the career-related programs they chose to develop. Departmental autonomy is encouraged at the University of Denver. The core faculty therefore, developed their own programs in concert with their department's curricular and advising structure. Considerable variation existed among the fifteen departments since they represented the humanities, physical sciences, and social sciences in the College of Arts and Sciences, and the management disciplines of the College of Business as well. Variation also existed in the number of students and faculty in each participating department. The number of undergraduate majors in the Departments ranged from 34 to 489, and the number of faculty ranged from six to as many as 20.

A wide varienty of career oriented activities were generated. They fell into five major categories: Advising-related, Curricular offerings, Interdisciplinary courses, Curricular reform, and Faculty/Community/Student Exchanges (See Table I). Each of the departmental activities is described in the following section.

A. Advising-related activities

Brochures. Departmental activities within this area involved the development and implementation of a variety of tools to be used in general and individual advising situations. One of the most successful advising-related activities was the departmental career brochures. The Departments of Anthropology, Economics, English, History, Mathematics, Political Science and Sociology all prepared brochures related to careers within their particular discipline (Appendix A). In general, each brochure contained a section describing the implications of majoring in that particular discipline, possible career paths and options open to majors within that field, specific skills developed as a result of that major, academic preparation necessary for various career paths, and career pursuits of recent alumni of that department. The departments distributed the brochures to prospective students and also used them during quarterly advising sessions. The design of the brochures made them a quick reference tool for faculty when discussing career options with students during advising sessions. The inclusion of specific alumni career information made the brochures distinctive by providing students with direct information about University of Denver alumni. This last aspect was cited by faculty as a particular benefit that was missing from the brochures produced by various professional associations.

Career Notebook. The Department of Biological Sciences approached its advising-related activity from a different perspective. Core faculty felt a brochure would not be able to adequately reflect the numerous career areas for a biology major. This was particularly true for careers in the allied health fields. In addition, many of the careers required very specific academic training for certification within that field. It was decided that the best approach would be to create a career notebook which would catalog the variety of career areas for biology majors, list the academic requirements for each, and enumerate the clinical and general programs for certification within a specific area (Appendix B). These notebooks are now housed in a career resource study room in the department.

Alumni Information and Analysis. A third advising-related activity centered around the acquisition of alumni career information organized by departments. These computer lists, containing names and occupations of alumni, were disseminated to each of the participating departments.

TABLE I

DEPARTMENTAL ACTIVITIES

Department	Advising-Related			Curricular Offerings	Inter-disciplinary courses	Curricular reform	Exchanges
	Brochure	Notebook	Survey Analysis				
Biological Sciences		X					
Economics	X		X				
Foreign Languages & Literature			X			X	
Speech Communication			X			X	X
General Business & Management						X	
Anthropology	X		X				
English	X		X		X		
History	X						X
Mathematics	X		X	X			
Mass Communications							X
Philosophy				X			
Physics			X	X			
Political Science	X		X				
Sociology	X			X			
Theatre				X			
Arts and Sciences					X		

Each computer list was accompanied by an analysis of alumni occupations and employers (Appendix C). This analysis prepared by project staff was often incorporated into the career brochures. Many of the core faculty expressed surprise at the diversity of occupational fields represented by the alumni. For example, the Department of Political Science was unaware that almost as many of their majors had chosen to pursue a corporate career as had chosen to go on to the now typical career path of law. The list also provided faculty with a source for local alumni who might be interested in sharing their career paths with current majors.

Academic Progress Report. The final advising-related project activity concerns the Academic Progress Report (APR). This report is a computerized advising tool which is printed quarterly for students and their advisors. Organized by degree requirements, the APR lists all individual courses completed by the students, including course credits and grades. It also stipulates the remaining requirements to be completed for the baccalaureate degree (Appendix D). From the standpoint of the faculty, the APR is an effective tool for advising students about curricular matters outside of one's particular field or discipline. The APR is now being used as a starting point not only for advising on course selection for the coming term, but also for advising about such matters as graduate work and career goals. To further supplement the use of the APR as a tool to promote the integration of academic and career goals, a statement was added to the print-out on each APR. The statement, "See your advisor about academic and career plans" is now a recurring reminder to both students and faculty of the need to include such a discussion during the advisement session.

B. Departmental Curricular Offerings

Career-oriented curricular revisions within the traditional liberal arts courses and programs offer evidence on the feasibility of integrating career and academic education within a university structure. The re-designing of traditional courses was a major step in effectively blending the once thought opposing views of education. Faculty in the Departments of Philosophy, Physics, and Sociology incorporated career education concepts into regularly scheduled credit courses while faculty in Mathematics and Theatre created career modules. Though the approaches varied, all courses and modules were an integral component of departmental curricular offerings.

Career Courses

1. The Department of Philosophy offered the course "Education, Work, and Living" Spring Quarter 1979 (Appendix E). The focus of this offering was the presentation of a series of lectures addressing career and general education issues. Illustrative topics were:

> "Education for What? The Educated Graduate/The Employed Graduate", presented by Thomas Brewster; "Education and Careers: International Opportunities", presented by Richard Brod, Director of Foreign Language Programs, Modern Language Association; "Education and the Invented Career", presented by a panel of speakers who have "invented" their careers; and "Professions and Other Evils of the Modern Age", presented by Wilbert Moore, Professor Department of Sociology at the University of Denver.

The breadth of these topics addressed not only major issues in career education but also provided some specific information on how the skills of the humanist can be applied to an individual's career development and career choice. The speaker series was presented over the lunch hour and was open to the public. Attendance at each session ranged from 25 to 50 persons.

Faculty in the Department of Philosophy thought that the series covered issues related to the concerns of the philosopher, as well as to career preparation. Since there are no clear career paths as a result of majoring in this discipline, this course made a significant contribution to dispelling the myth that career concerns are isolated from the philosophical discipline and from faculty consideration.

2. The Department of Physics incorporated a career focus within their required junior-senior seminar offered for the entire academic year. Several speakers from the community as well as members of the faculty spoke on physics related careers. The guest speakers included individuals from Martin-Marietta, Gates Rubber Company, the Bureau of Standards, Mobil Oil Corporation, the Domestic Technology Institute and the campus career placement center. Speakers from the corporations discussed such issues as current career opportunities within their industry, life-styles of a chosen career, additional educational requirements, and their personal career paths. Students were presented with alternative career paths as well as traditional ones. For example, as an alternative to seeking research and development jobs, it was suggested that students can use their training in physics to solve social problems.

Students majoring in physics, unlike those in Philosophy, have clear career paths open to them and numerous employment possibilities. The information given in this seminar, therefore, was more specific and centered upon assisting students in making career choices consistent with their goals and lifestyles.

3. The Department of Sociology chose to devote the entire Sociology Colloquium offered Spring Quarter to career-related issues and topics (Appendix F). Twenty-eight students were involved. The course instructor began the class with an overview of opportunities available for individuals pursuing a career directly related to their sociology major. Seven specialties were identified as the dominant career areas for an individual with a degree in sociology. These included: (1) teaching, (2) administrative work, (3) community services, (4) legal services, (5) political action, (6) applied research, and (7) health care services. At least one individual (or a panel of individuals) from each of these areas was selected from the community and presented career related information to the class. Speakers focused on their own careers, stressed job opportunities for those with a B.A. degree only and discussed combined academic programs to prepare for the professions, such as social work and law. The final colloquium session was devoted to a presentation on interviewing and resume preparation.

Career Modules

1. The Department of Mathematics devoted one class session winter quarter in its freshman/sophomore seminar to a panel discussion on careers. The panel consisted of representatives from Bell Laboratories, Hughes Aircraft and IBM. Panel members discussed careers in their respective companies, their own career advancement, academic preparation, life styles associated with various career choices and job entry tips. There were over 45 students from the department in attendance as compared to five students currently enrolled in the course.

Because of the success of that session, a second panel presentation was conducted during the spring quarter. Panel members included representatives from Hughes Aircraft, Bow Valley Explorations Industries, Johns Manville and an acturial society.

2. The Department of Theatre added a playwriting course Spring Quarter to its existing career-oriented curriculum. The Academic/Career Education Project provided the funds to bring in a screenwriter from Columbia Pictures. The speaker discussed the differences between playwriting and screenwriting and responded candidly to students' questions concerning the screenwriting field and available career opportunities. He gave students specific information on the content and extent of the portfolio that would be required to enter the field. He also explained how agents are obtained, what salary could be expected, the role of the union, advancement opportunities, and the academic preparation a playwrite needs. The speaker also made specific recommendations regarding career choices and graduate study.

C. Interdisciplinary Curricular Offerings

As a complement to the courses offered by departments, two interdisciplinary courses were developed and offered for academic credit. One course focused on careers for social science majors while the other course approached careers from the humanities perspective.

Interdisciplinary Course I.

Course Title: Perspectives on Liberal Arts and Careers. Although the course title refers to all of the liberal arts, the course actually focused on the social sciences. The course was offered winter quarter for two hours of academic credit (Appendix G). Sixteen students were enrolled. The course encouraged students to consider the perspectives taken by various disciplines regarding career education. A variety of models of the career development process and the role of higher education in that process were presented. Course objectives included: (1) providing information on major occupational fields, (2) providing an understanding of the individual and organizational processes by which choices are established and decisions made, (3) analyzing factors which contribute to job satisfaction, (4) identifying variables in the American economic and social structure which affect employment patterns, and (5) assisting students in developing those skills required for planning their career paths. Faculty from various departments including sociology, economics, and psychology lectured and a panel of individuals with diverse educational backgrounds discussed issues. Plans are underway to offer the course on a regular yearly basis.

Interdisciplinary Course II

Course Title: Careers with Humanities Background. This second interdisciplinary course was developed through the Department of English (Appendix H). Students majoring in the humanities explored career paths and opportunities through in-class discussions with representatives from the business/government/industrial community. Seventeen students were enrolled. Speakers included a member of the staff of a U.S. Senator, a public affairs director for a local T.V. Station, a publishing company representative, the placement director for a law school, and a university director of career planning and placement. The various speakers gave an overview of their field, identified the specific job skills which are particularly valuable to them, and discussed their own career advancement. For example, the public affairs director of a local T.V. station emphasized the importance of a liberal arts education for providing an individual with a wider range of career options. She also counseled students to be willing to take some risks but, at the same time, to be aware of their own limitations. In her description of her own career development she provided students with insight into how an individual can achieve an integration of career goals and personal goals for a meaningful lifestyle. This course is also scheduled to be offered next year.

D. Curricular Reform

The fourth major activity focused on the development of proposals for curricular revision within departments. The Departments of Foreign Languages and Literature, General Business and Management, Speech Communication and English chose this as a major project activity.

Department of Foreign Languages and Literature Project

Pre-professional Program. The Academic/Career Education project provided faculty release time for the development of a proposal for a combined liberal arts and professional program in Foreign Languages (Appendix I). The purpose of the program is to prepare students for work in the international business world. The proposed program has two major components:

1. The linguistic competency necessary to perform well in a professional situation is acquired in two stages. In the first year, students take an intensive beginning language course in order to be able to satisfy routine social demands and limited professional requirements with confidence but not necessarily with facility. In the second year, these skills are reviewed, amplified and perfected in a series of courses whose subject matter concerns the cultural and professional material with which the student must be familiar but which, as is the case in the first year, are conducted entirely in the foreign language. Through reading, oral and written assignments, students will develop the linguistic competence needed to function well at a social and professional level.

2. Students investigate cultural and professional subjects. These subjects are divided into three groups: general background, major issues, and professional topics. The background topics cover a broad sweep of information, including geography; political, economic, and social history; and surface culture, the external signs and conventions of a people's national or ethnic identity. This information provides a necessary foundation for the study of the modern society, a study which should be approached by focusing on a limited number of problems which most concern the people of the foreign country. And, finally, students will investigate a limited number of topics which will familiarize them with the specialized language and terminology used in business and with the nature of commerce within the country.

Department of General Business and Management Project

General Curricular Revision. The second department involved in curricular revision is the Department of General Business and Management. The Academic/Career Education project provided funds for two graduate students to gather data for curricular revisions consistent with career needs.

Background materials were gathered for potential curricular revision. They consisted of the following:

1. A Survey. The survey addressed the entry level and career needs of graduates as seen by students currently interviewing for full-time employment, recent graduates, and on-campus recruiters. Questions were designed to evoke responses about the quality of preparation for jobs the current curriculum provided, perceived level of faculty interest in students, and preparation of students for the interview process.

2. A Review of Other Programs. Required course offerings for General Business and Management majors at the University of Denver were compared and contrasted with course offerings at twenty other universities or colleges with accredited business schools. Courses were compared at both the graduate and undergraduate level.

Data gathering began in March and was completed by June. Detailed results of the survey can be found in Appendix J. The major conclusions were: (1) the University of Denver General Business and Management curriculum compares favorably with the other institutions, (2) career counseling in general was inadequate. These findings were offered as a basis for revisions in advising to be implemented during the 1979-80 academic year.

Speech Communication Department Project

New Degree and Internship Programs. The Department of Speech Communication is the third department involved with curricular reform proposals. Core faculty, with the assistance of project staff, are working on the planning and implementation of a training and development program at the Masters level. This program is to be for academic credit and is open to upper classmen and graduate students in the Departments of Mass Communications, Speech Communication and General Business. Selected managers from the Bureau of Land Management and American Management Services would complement the student enrollment. The particular features of this training and development program in support of project goals are:

1. Students will be involved in valuable field experiences with participating corporations.

2. Liberal Arts faculty from participating departments will collaborate with corporate training directors for program curriculum.

3. Students in the proposed program will receive the benefits of an academic career integrated curriculum, a faculty composed of both academic and corporate members, and advisement from both the academic world and the business world.

In addition to the proposed training and development program, the Speech Communication Department is considering an internship program. This program involves curricular offerings for upper classmen intended to facilitate student explorations in developing occupational skills for a speech communication major. It will also provide students the opportunity for gaining experience in a organizational setting. However, Speech Communication faculty are as yet undecided as to how and when to implement the internship program. Project staff provided background research for development of the preliminary proposal presented to the Speech Communication faculty at large.

English Department Project

English Department Alumni Analysis. One other activity supported by the Academic/Career Education project was tangentially related to curricular reform. This involved an alumni survey conducted by the Department of English late in the summer of 1978 under the first year of grant funding. Returns were all received by mid-October and the analysis was conducted during the current project year. Five hundred questionnaires were sent out. The response rate was 34.2%. Questionnaires were sent to alumni who graduated during the years 1966 through 1978. The analysis of the responses identified the careers entered by English majors and the types of employers. The survey also provided an alumni assessment of the academic program in relation to job entry, job performance, and career advising. This assessment provided valuable insight for curricular review (Appendix K). The analysis was shared with other members of the faculty beyond core faculty in order to raise the overall levels of faculty career awareness and to support advising and curriculum revision.

E. Faculty/Student/Community/Alumni Exchanges

The final area of major departmental activities brought together students, faculty, alumni and community representatives for an exchange of information and advice. Three departments held exchanges: History, Mass Communications and Speech Communication.

A Breakfast Exchange. As a result of the successful breakfast exchange held last year, the Department of History thought such an endeavor would be worthwhile for its second year departmental activity. Invitations to the breakfast were extended to all history faculty and students (Appendix L). While student turnout was somewhat disappointing, the faculty turnout was twice what it had been the previous year. Each community participant gave a brief overview of his or her career and discussed the career implications of a history major. In some cases, students were advised that an M.A. or other advanced degree, such as law, would be necessary to pursue a career in that field. Overall, the community representatives felt that liberal arts degreed persons would find a place in the business world. Communication skills and management ability were stressed. The participants felt that a person with a liberal arts degree was more likely to develop these skills than an individual with a business degree. The exchange provided an informal opportunity for faculty, community, and students to interact and to discuss the career opportunities for a history major.

The "Professional Munch". An all day workshop was held by the Department of Mass Communications (Appendix M). All full-time and many part-time faculty were present as well as over 80 students. The community participants represented six areas of the media. These included a public affairs director for a hospital association, a manager from a local television station, an anchorperson from another local television station, a former Associated Press correspondent, the executive city editor of one of the city newspapers, and the owner of a production company. Each speaker presented his or her own career "biography". The students heard first-hand about careers in the media and the kinds of life-styles associated with these careers. For example, they were told to expect to relocate frequently, that the pay was often substandard, that many times an individual had little job security, and, above all, that the field was highly competitive. Speakers were able to offer some alternative career options in the areas of public relations and production.

An Alumni Exchange. In contrast to the exchanges involving community representatives, the Department of Speech Communication chose an alumni format to acquaint students with career opportunities within the field (Appendix N). The occasion also provided an opportunity for alumni to learn about current research in the discipline and the department. Over 60 alumni attended and approximately 20 - 30 students. Although the formal presentations were devoted to current trends in the academic field, ample time was allotted for informal interaction among faculty, students, and alumni. The alumni represented a wide variety of occupations ranging from private consulting work to corporate training and development. With the diversity of occupations present, students were able to learn in a personal setting about those career areas in which they had a particular interest.

F. Faculty Workshop

The culminating activity for the current project year was the Faculty Workshop held during the Spring Quarter. The purpose of the gathering was to bring together core participants, administrators, and project staff to review the various departmental activities in the career area and to informally discuss the role of career education in a liberal arts setting. Twenty-two participating project faculty, administrative members of the Advisory Board, and project staff attended.

The workshop included a presentation by the project director who explored some of the issues related to general education and careers. Faculty described their various career oriented activities and the overall career programs developed by their department. A lively discussion on a variety of matters related to career education and the undergraduate curriculum ensued. Six questions were identified as of particular concern to those in attendance:

1. Will there be a need in the future for more support for departmental programs in the career education area?

2. Should the Colleges at the University of Denver develop college level career education programs as an alternative to departmentally based programs?

3. Should career advising be an integral part of Academic Advising?

4. Should more attempts be made to establish liaison between the Colleges at the University of Denver and local businesses and corporations?

5. Should more University support be provided for student internship programs?

6. Is there a relationship between career education programs and student retention?

The workshop forum was a departure from the established method used by project staff for implementing the project. This was the first time 'core' faculty were formally able to discuss questions and issues related to career education as a group outside of their departmental structure. The intent of the workshop was to support faculty-departmental efforts and stimulate the faculty collectively to continue their efforts to provide students with career related activities.

IV. EVALUATION

An evaluation plan was developed to augment the discussion of project activities and accomplishments and to provide additional information about the faculty and students served. The basic strategy of the Academic/Career Education Project was to work with faculty to increase their commitment to career education and assist them in developing career education materials and activities for their departments. The exposure of students to these faculty efforts was expected to increase students' knowledge of career alternatives and the world of work and to improve their view of the relationship between a liberal arts education and their future careers.

The objectives of the evaluation design were to survey faculty and students to determine:

1. The attitudes of faculty regarding the appropriate role of career education in a liberal arts college.

2. The extent to which faculty engage in career education activities.

3. The nature of any attitudinal or behavioral differences between faculty who worked closely with the Academic/Career Education project and faculty who did not.

4. The knowledge of students regarding their career options and relevant skills.

5. The attitudes of students about their career success and its relationship to their academic program.

6. The attitudes of students regarding the appropriate role of career education in a liberal arts college.

7. The communication patterns of students in their discussions of career decisions.

8. The nature of any knowledge, attitudinal, or communication differences between students who were exposed to career education experiences and students who were not.

Research Methodology

To address the above evaluation objectives within the time and administrative constraints of the project, a one time questionnaire survey was chosen as the evaluation method. A questionnaire for faculty and a questionnaire for students were developed and administered to individuals who had been involved with the project and to individuals who had not. An analysis of the results provided both descriptive information about faculty and students and a comparison between individuals exposed to project activities and individuals who did not participate.

Survey Instruments. The faculty questionnaire (Appendix O) consisted of two major sections. The first section asked faculty to indicate which of several career education activities they had personally participated in and to indicate the frequency of that participation. The career education activities that were listed included the collection and distribution of career information, career counseling of students, integration of career education into coursework, contact with business persons, and contact with the University's Career Services.

The second section of the questionnaire asked faculty if they agreed or disagreed with twelve statements about the role of career education in a liberal arts college. The statements expressed opinions ranging from the view that career education was inappropriate in liberal arts to the view that career education courses should be required and students should receive academic credit for taking them.

The student questionnaire (Appendix P) consisted of five major sections. The first section asked students how confident they were that they would get a good job, that their education would be relevant and beneficial to their future careers, and that they had made the right educational choices. The second section of the student questionnaire repeated that of the faculty questionnaire which asked for opinions about the appropriate role of career education in a liberal arts college.

The third section of the student questionnaire sought information about their discussions with others regarding career decisions. Students were asked to indicate how many fellow students, faculty, business persons, family, friends, and career counselors they had talked to about career alternatives. Respondents were also asked to rate the general opinion expressed by these groups about the usefulness of their education to a career.

The fourth section of the questionnaire asked students if they had received career materials from their department; if their department had offered any career workshops, meetings, or courses; if they had attended; and if they found them useful. The last section of the questionnaire instructed students to list career options available to graduates in their major, skills they were developing in their education that would be relevant to their career, and additional skills they would need for their career which their education would not provide.

Survey Samples. The Academic/Career Education project worked closely with from one to three faculty members in each of fifteen departments. In total, the project had significant involvement with 22 faculty members. These 22 core faculty and 22 randomly selected matched faculty members were included in the faculty survey. For each core faculty member, another member of the faculty from the same department was randomly selected to yield a matched sample of non-participating faculty members. The faculty questionnaire was distributed to these 44 faculty keeping the groups separate, and with persistent follow-up, a 100 percent return rate was achieved.

The sampling plan for the student survey was designed to reach the broadest variety of students with the minimum of administrative difficulty. The chairperson of each of the fifteen departments which had cooperated with the project was contacted and two courses were selected in each department for questionnaire distribution--one which would have a high enrollment of that department's underclass majors and one which would have a high enrollment of upperclass majors.

Five hundred student questionnaires were given to chairpersons for distribution to the classes. They were distributed in and returned from both classes in all departments. Completed questionnaires were returned from 335 students for a return rate of 67 percent. However, this return rate is a very conservative estimate since not all 500 questionnaires were actually distributed to students because of absences and the like. These 335 student respondents represent approximately one-fifth of the total majors in the fifteen departments.

Preliminary Analyses. No preliminary analyses of the faculty questionnaires were performed since all coding was straight forward and the two comparison groups of 22 core faculty and 22 other faculty were known in advance. However, preliminary analyses of the student questionnaires were performed to establish comparison groups of students exposed versus not exposed to career education activities and to establish reliability in coding career options and relevant skills.

Student responses to questions 7, 8, and 9 (Appendix P) asking whether they had (1) received materials from their department about career options, (2) attended meetings or workshops held by their department related to careers, or (3) taken a course offered by their department related to career planning, were used to define a group of students who reported being exposed to career education activities. At least one of these three questions was answered positively by 120 students (33 reported only receiving materials, 34 reported only attending meetings or workshops, nine reported taking only a class, and 44 answered positively to two or all three of the questions). In subsequent analyses, these 120 students formed a group exposed to career education activities and the remaining 215 students formed a group whose members did not report contact with career education activities.

The other preliminary analysis involved the coding of the career options and skills section of the student questionnaire. The assumption underlying these questions was that students exposed to career education would be more familiar with career opportunities and the world of work, and they would be able to list (1) more career options available to graduates of their major, (2) more skills they were developing as a result of their education which would be helpful in their career, and (3) more skills they would need in their career which they would not expect to acquire from their liberal arts education. Coding of student responses to these questions consisted of simply counting the number of options or skills listed. The inter-judge reliability of this procedure was checked and very high coefficients resulted (.99 for career options, .98 for acquired skills, and .89 for needed skills).

Research Design Limitations. As is always the case in conducting field research, some compromises in design were necessitated by practical considerations. The present design was chosen because it provided the maximum amount of relevant and valid information within the projects' operating constraints. However, before presenting the results of the faculty and student surveys, it should be pointed out that differences between core and other faculty and differences between students exposed to career education and those who were not may not be entirely due to the Academic/Career Education project. While it is resonable to interpret differences between these groups as clear evidence of program impact, other explanations are possible. Differences in knowledge, attitudes, and behaviors between those faculty members and students involved with the project and those not involved with it, could have already been present. The differences might simply explain why some people voluntarily chose to become involved and others did not. The research design employed in this evaluation did not include either pre-testing of individuals prior to project involvement, or the random assignment of individuals to treatment or control conditions to rule out self-selection biases. Such procedures were not possible within the project constraints.

It should also be noted that the division of students into a group which reported exposure to career education activities and a group which did not was made on a self-report basis and may not totally reflect actual exposure to activities supported by the Academic/Career Education project. Some students may have attended a workshop for example, without remembering doing so. Other students, for example, may have received career materials from faculty in one of the departments where literature distribution was not a project sponsored activity.

Despite these limitations, the survey results should prove useful. If the questionnaires do not divide students precisely into "control" and "treatment" groups, they do differentiate those students who have had a significant career education experience from those who have not. And while group differences may not have been caused solely by the project, they are still indicative of the project goals to promote career education and represent a real phenomena worthy of further study.

Faculty Survey Results

The following are the results of the survey of 22 core faculty closely involved with the Academic/Career Education Project and 22 randomly selected other faculty who did not work with the project. In presenting the findings, items of similarity are reported first for all 44 faculty combined. Then, items of difference are reported separately for the two groups. Statistically significant differences were determined in this and following sections using Chi-square for tests of difference in proportion and t-tests for differences in interval variables. The alpha level for significance was set at .10. The findings from the faculty survey are structured under two headings--attitudes about career education and career education activities.

Attitudes about Career Education. The faculty questionnaire contained twelve statements of opinion about the role of career education and asked faculty to indicate if they agreed, disagreed or were uncertain about each statement. Over 80 percent of the faculty agreed with two statements:

- Liberal arts departments should provide some information for their majors about career opportunities.

- Faculty should advise students about current career opportunities.

A majority of the faculty agreed with five other statements:

- While departmental faculty should not be responsible for providing students with career information, a liberal arts college should provide a career service and job placement office for student use.

- The career implications of majoring in a particular discipline, rather than job-seeking skills, should be the emphasis of liberal arts career education programs.

- Liberal arts faculty should structure some courses in light of current career opportunities for their students.

- Liberal arts departments should be responsible for integrating career information, experience and concepts into the total program of their majors.

- Departments should provide opportunities for students to meet with alumni and other business leaders.

No faculty member agreed with the statement that: career education courses should be required. More faculty disagreed with than agreed with the following three statements, but they did not constitute a majority since several faculty were uncertain:

- A liberal arts and sciences education is not intended to be career oriented, thus career education should not be a goal of a true liberal arts college.

- Departmental career education courses should be offered.

- Students taking career education courses should receive academic credit.

And finally, there was a statistically significant difference between the 22 core faculty and the 22 other faculty in their responses to the statement that:

- A liberal arts college should provide faculty with direct assistance in integrating career information and concepts into the departmental program for their majors.

Eighty-two percent of the core faculty agreed with the statement (and none disagreed) while fewer (59 percent) of the other faculty group agreed (and 18 percent disagreed).

Career Education Activities. Faculty responses to questions related to participation in career education activities showed a range of involvement in career education. All of the faculty surveyed reported counseling individually with students about their future careers (approximately fifteen students per year). Nearly all collected or read information on current career opportunities for their majors and advised students to take particular courses in light of their career opportunities or objectives. However, the core faculty who worked on project related activities advised significantly more students about course selections. The core faculty advised on average of 26 students while the other faculty advised an average of eleven students in these matters.

Approximately 60 percent of the entire faculty sampled reported distributing career information to students, structuring the content of a course with careers in mind, referring students to the University's Career Planning and Placement Service (averaging about four referrals per year) and recommending students for specific employment (averaging about three students per year). No significant differences existed between core and other faculty in these activities.

Approximately 40 percent of the faculty reported assembling career information for distribution to students and including specific career planning information in the content of a regular course. Only a third of the faculty contacted a potential employer about hiring department majors; only a fourth of the faculty organized internships for students or contacted the University's Career Planning and Placement Service for assistance. Again, no statistically significant differences existed between core and other faculty in these activities.

The core faculty reported having taught significantly more career education courses, or class sessions than the other faculty (22 as compared with 5 for the other faculty). And a majority of the core faculty (59%) arranged for student contact with community business persons while only 18 percent of the other faculty did so.

Student Survey Results

The following are the results of the survey of 335 students enrolled in 30 courses offered by fifteen departments at the University of Denver. 120 of these students (36 percent) indicated that they had received career information or attended career related activities or taken a career education course. These 120 students were classified as the group exposed to career education and the remaining 215 students constituted the comparison group in many of the following analyses.

The presentation of results is divided into four content areas: (1) knowledge of career options and relevant skills, (2) confidence in career success and educational choices, (3) attitudes about the role of career education, and (4) communication patterns for career decisions.

Knowledge of Career Options and Relevant Skills. Students were asked to make three lists as part of the survey: (1) a list of career options available to graduates in their major, (2) a list of skills they were developing as a result of their education at the University of Denver which would be helpful in their career, and (3) a list of skills they would need for their career which they did not expect to acquire at the University of Denver.

Students exposed to career education activities were able to list an average of 3.9 career options while students not exposed to career education were only able to list an average of 2.9 career options. Likewise the students who had participated in the career related functions were able to list an average of 2.6 career relevant skills they learned at the University of Denver while the other students were only able to list 2.1 skills. Both of these differences were statistically significant.

The career education students listed an average of 0.9 skills they would need for their careers which they did not expect to learn at the University of Denver while the other students listed an average of 0.7 needed skills. This difference was not statistically significant.

Confidence in Career Success and Educational Choices. As part of the survey, students were asked to rate their confidence that they would be able to get a good job, that their education would be beneficial and applicable to their careers, and that they had made good educational decisions. Students exposed to career education were significantly more confident of getting a good job. Sixty-two percent of the participants in career education activities were confident (or extremely confident) of getting a good job as compared to only 50 percent of other non-participants in career activities. Likewise, 55% of the career education students were confident of getting a good job in a field related to their major as compared to only 40 percent of the other students.

There were no statistically significant differences between students exposed to, versus students not exposed to career information in terms of their confidence that their education would be beneficial and applicable to their career. A majority (53 percent) of the 335 students were confident that their liberal arts degree would be beneficial to their career and that what they were learning in their major would be applicable in their work. A minority (40 percent) were confident that what they were learning in courses outside their major would be applicable to their work.

There were also no statistically significant differences between the two groups of students in terms of their confidence that they had made the right educational choices. Nearly all of both groups (83 percent) were confident they had made the right decision in choosing to go to college. Most (about 62 percent) were confident they had made the right decision in choosing a liberal arts degree and in choosing their major. But slightly less than half (48 percent) were confident they had made the right decision in choosing to go to the University of Denver.

Attitudes About the Role of Career Education. Students were asked to indicate agreement or disagreement with the same twelve statements of opinion about the appropriate role of career education that the faculty had rated. In general, there were no significant differences between those students influenced by career education experiences and the other students who were not in terms of their attitudes about career education.

Almost all of both student groups (over 80 percent) indicated agreement with two statements:

- Liberal arts departments should be responsible for integrating career information, experience and concepts into the total program of their majors.
- Faculty should advise students about current career opportunities.

A clear majority of both student groups agreed with seven statements:

- While departmental faculty should not be responsible for providing students with career information, a liberal arts college should provide a career service and job placement office for student use.
- Liberal arts faculty should structure some courses in light of current career opportunities for their students.
- A liberal arts college should provide faculty with direct assistance in integrating career information and concepts into the departmental program for their majors.
- Liberal arts departments should be responsible for integrating career information, experience and concepts into the total program of their majors.
- Departments should provide opportunities for students to meet with alumni and other business leaders.
- Departmental career education courses should be offered.
- Students taking career education courses should receive academic credit.

A clear majority of both student groups disagreed with two statements:

- A liberal arts and sciences education is not intended to be career oriented, thus career education should not be a goal of a true liberal arts college.
- Career education courses should be required.

Considerable uncertainty and some difference between student groups was expressed about the one remaining statement that the career implications of majoring in a particular discipline, rather than job-seeking skills, should be the emphasis of liberal arts career education programs. Both student groups expressed more agreement than disagreement with the statement, but a considerable amount of uncertainty resulted in no majority opinion. Furthermore, the students exposed to career education indicated more agreement with the statement than did the other students. (44 as compared to 33 percent agreement).

Comparing these results with the faculty survey indicates that there were differences between faculty and students in their attitudes toward four statements. While the faculty indicated a mixed and uncertain reaction to the two statements that departmental career education courses should be offered and that students taking career education courses should receive academic credit, the students indicated strong agreement with both statements. Another statement to which the faculty had mixed and uncertain reactions, generated a clear reaction of disagreement from students. That statement was that a liberal arts and sciences education is not intended to be career oriented, thus career education should not be a goal of a true liberal arts college. And finally, one statement that the faculty clearly agreed with met with mixed and uncertain reaction from students. That statement was that the career implications of majoring in a particular discipline, rather than job-seeking skills, should be the emphasis of liberal arts career education programs.

Communication Patterns for Career Decisions. In the survey, students were asked to indicate the number of people in several categories they had talked with in the last six months to discuss career decisions or get career information. There were several significant differences between students participating in career education and other students with regard to these communication patterns.

Career education exposed students talked to significantly more fellow students in their department about career decisions. The participating students talked to an average of 6.3 fellow students in their department while the other students talked to an average of 4.6 students in their departments. There were, however, no significant differences between groups in terms of the number of students talked to outside their department (which averaged 8.6 other students) at the University of Denver.

Students exposed to career education materials and activities reported talking to significantly more faculty about career decisions (an average of 3.2 total faculty members as compared with an average of 2.0 faculty for the non-exposed students). This finding that the participating group talked to significantly more faculty held for all three subgroups of faculty--faculty advisors, other faculty in the department, and faculty in other departments.

Significant differences between the two student groups were also found in terms of the number of alumni and business leaders students discussed careers with. The group reporting exposure to career education functions talked to an average of 1.4 alumni and business leaders while the other group of students only talked to an average of 0.4 alumni and business leaders.

There were no significant differences between student groups in terms of their communication patterns with the four remaining categories of individuals. The combined groups of students reported discussing career decisions or seeking career information from an average of 3.1 people working in their potential career area, 3.1 family members, 5.4 friends and acquaintances outside the University of Denver, and 0.5 Career Planning and Placement Service Staff.

Students were also asked to indicate the general opinion expressed by these groups about the usefulness of the student's education in preparation for a career. General opinions that education is very or somewhat beneficial were reported for a clear majority of all categories of individuals. Fellow students had the lowest opinion of the benefits of education, with about 60 percent of them viewing it as beneficial. Approximately 75 percent of the other categories viewed the students' education as beneficial to their careers. No significant differences occured between student groups in their reporting of the opinions of others.

Finally, the student survey asked questions about career influences on course selections, and the usefulness of career education activities. Eighty-seven percent of all students reported making decisions about what courses to take with their futures in mind. Significantly more career education exposed students reported discussing these decisions with their faculty advisor (51 percent of the students receiving career education as compared with 38 percent of the other students). Among those students who attended department career education meetings, workshops, or courses, 86 percent found them useful.

Summary of Survey Findings

The following general conclusions about the Academic/Career Education Project can be drawn from the surveys of faculty and students:

1. Most faculty were generally supportive of integrating career education into liberal arts departments and viewed advising students on career opportunities as part of their function.

2. Most faculty engage in basic career education activities like keeping current on career opportunities for majors and advising them about career related decisions, but a minority of faculty teach career education concepts in their courses or arrange for significant contacts with the business community.

3. The core faculty members who worked closely with the project advised more students about course selection in light of career options, arranged for student contact with more community business persons, and taught more career education courses than the other faculty in the university.

4. Students exposed to career education materials and activities were able to list more career options for graduates in their major and were able to identify more skills they were learning which would be relevant to their careers than other students who did not receive career education.

5. Students exposed to career education were more confident than other students about getting a good job.

6. Students were generally even more positive than faculty about integrating career education into their liberal arts curriculum.

7. Students receiving career education communicated more frequently with faculty, alumni, and fellow students about career decisions than did other students at the university.

V. CONCLUSIONS

Project Goal Accomplishments

The Academic/Career Education project was effective in meeting its five major objectives. These stated objectives and accompaning evidence of accomplishments are:

1. Students will make course and major selections with knowledge of how these decisions may affect career choices after graduation.

Based upon the survey results, students are making course decisions with their futures in mind. While many students are discussing and seeking advice from faculty members, the students who were influenced by project activities clearly sought career advising from faculty more frequently in making curriculum choices. Career materials, career-related curricular offerings, and information exchanges with the business and government community assisted faculty and students with more useful and productive information for the advising exchange. The project also influenced student desire to seek career information from faculty.

2. Students will be assisted in identifying and developing the job entry skills needed for obtaining their first job out of school.

According to the findings, students involved with project activities were more capable of listing career options and identifying skills which would be relevant to their careers than other students. Students exposed to project activities were in greater contact with practitioners in career fields.

3. Faculty will be assisted in obtaining career and job placement information needed to carry out their department advising plan which can be used to alter course content, course offerings and major requirements.

Two years after the start of the project, fifteen departments have developed and implemented career oriented activities. Eight departments prepared and distributed career materials; three departments offered career courses for credit; two departments held class sessions on careers; two interdisciplinary courses were offered; three departments prepared proposals for career-related curriculum programs; and three departments held faculty/student/community exchange workshops.

4. Students will be provided with the widest possible range of opportunities to examine their goals and values and to become acquainted with career opportunity information on which to base their career decisions.

The large variety of project activities provided students with a wide range of opportunities to examine their goals and values and to obtain career related information on which to base their decisions. Students took advantage of these opportunities by attending career oriented departmental courses, interdisciplinary offerings, class sessions, and exchange workshops with community leaders. Survey findings indicate that their exposure to these activities enhanced their ability to list significantly more career opportunities than students not participating in the career-oriented functions.

5. The University of Denver will make institutional and organizational modifications necessary to integrate career preparation into academic programs.

By employing a faculty-department based methodology for implementing change, no structural or organizational modification was necessary to integrate career education principles within the liberal arts and sciences programs. Faculty made the commitment to career education and initiated programs within the departmental structure without the need for bureaucratic restructuring.

General Conclusions

In addition to the conclusions drawn about attainment of the objectives of the project, other general conclusions are of interest.

1. It is reasonable to conclude that the project had a definite impact on faculty and students at the University of Denver.

2. The methodology used by Academic/Career Education staff to achieve project goals was a successful one. The following characteristics of that methodology seem to be the most valuable:

   a. Working closely with Department Chairpersons and other interested faculty

   b. Establishing and working with a broad based advisory board

   c. Encouraging faculty to develop their own ideas and approaches to career education and assisting them with the implementation of their plans

   d. Encouraging students to seek information about careers in their discipline from their faculty advisors through the APR (Academic Progress Report)

   e. Recognizing that career education can be successfully approached from a variety of perspectives

3. Career education was enhanced on the University of Denver campus by broadening the understanding of faculty, students, and administrators of career concepts.

4. Members of the campus community were given the opportunity to think about and discuss significant issues related to careers and liberal arts education.

5. Faculty members and students were encouraged to examine their discipline from new perspectives.

6. Students were able to reflect on the relationship between some of their personal goals and their university experiences.

7. Resources were provided that enabled departments to expand and enrich their educational activities.

8. New communication channels were established between the university and the community.

9. The campus collection of career resource materials was expanded and brought to the attention of the campus community.

10. The undergraduate curriculum at the University of Denver was influenced by the project.

11. Career education course work and activities can be developed and implemented within a traditional college structure without requiring any significant modification in organizational patterns.

12. An infusion approach to career education that involves students and faculty in a variety of career-oriented activities can exist side by side with, and cooperate with, a career service unit.

13. It appears that the methodology developed by the Academic/Career Education project staff at the University of Denver can be replicated on other campuses interested in implementing career concepts and principles within the liberal arts curriculum.

APPENDIX A

CAREER BROCHURES

historical research, teaching, or closely related fields, you should consider membership in the American Historical Association. Its Employment Information Bulletin is the most complete national listing of job opportunities for historians. If you are considering junior or community college teaching, you will want to consult the publication of the Association of Community Colleges as jobs at this level are rarely listed in the Employment Information Bulletin. The Bulletin will inform you in detail of the historical areas and methodological specialties for which a demand exists.

HOW DO I GET THE JOB?

The Career Planning and Placements Office has many kinds of assistance for you in learning to prepare resumes, conduct interviews, and manage your candidacy. Workshops, written guidelines, and mock interviews which may be video-taped will give you a chance to perfect these skills. Career Planning and Placement is located in Columbine East, room 129.

ADDITIONAL INFORMATION

Most professional associations and many institutions concerned with history publish directories of employees, training programs, and members. Many have special publications intended to explain opportunities available for historians. Four of these, through which you may contact many more, are listed below with their addresses. The Office of Career Planning and Placement will be able to direct you to more.

American Associrtion for State and Local History
1400 8th Ave. South
Nashville, Tennessee 37203
"So You've Chosen to Be a History Professional"

Office of the Doctoral Project
New York State Education Department
99 Washington Ave., Room 1942
Albany, New York 12230
"Non-Academic Careers for Historians"

American Historical Association
400 A Street SE
Washington, D.C. 20003
"Careers for Historians" $2.00

National Park Service
Denver Federal Center
Lakewood, Colorado

APPENDIX

Some representative statements by nonhistorians on the utility of studying history.

Tony Church, for many years a distinguished member of the Royal Shakespeare Company of Stratford-upon-Avon and London, who studied history at the University of Cambridge, sees historical background being "vital to directors' and actors' understanding of all classical drama, but also much more. Historical training," he asserts, "is the best intellectual training I know for any life in the arts. I am happier to have had historical training than any other."

Gregory R. Choppin is a professor and former chairman of the Department of Chemistry at the Florida State University. He feels that if more American scientists knew more about culture and history, there would be more effective cooperation with their collergues abroad and that they would gain more from the time they spend in foreign countries. He is particularly conscious of the importance of "the style of the individual in science" which varies from country to country. "The more, therefore, I have understood the history of, say, Sweden or Poland or Belgium or France, the better I have understood the style of the approach the scientist in laboratories there takes to find solutions to scientific problems."

The Rev. K.E. Gustafson, Vicar of the Church of the Advent Episcopal, Cynthiana, Kentucky, feels that the history major gave him many advantages while working on his advanced degree; particularly that of knowing something of writing papers and having the ability to read volumes of books with some degree of retention. He also has the satisfaction of knowing a little bit of the history of mankind which pleases him, personally.

It is the policy of the University of Denver (Colorado Seminary) to act affirmatively in the admission of students and the provision of support services without regard to race, religion, color, national origin, age, sex, handicapped or veteran status.

A Guide to Careers in History

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WHAT CAN I DO WITH A HISTORY MAJOR? . 1
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by

Dr. Henry Whitefield
In collaboration with the
History Faculty and the
History Student Advisory Board
University of Denver
Colorado Seminary

Careers in History

WHAT CAN I DO WITH A HISTORY MAJOR?

You can research and write history, teach history, do work in a closely related field, or apply the historian's general skills in a wide variety of careers. Relatively few jobs will require you simply to research and write history. As you venture further from this core of the historians craft, you will find increasing numbers of jobs. Historians are above all generalists. The French historian Marc Bloch characterized history as "the most difficult of all the sciences" because its subject was man—not just economic, or political, or aesthetic man—but man in all his aspects and activities. The habit of grasping for the whole picture, of accepting bewildering complexity over tidy simplicity—these generalists skills and habits of mind are an excellent, although not always sufficient, preparation for many careers.

The Historian as a Generalist

As a history major you have learned, or will learn, to find information, to assess evidence, to analyze, to draw conclusions, and to present your results in clear, forceful writing. To your analysis you can bring the advantage of historical perspective. A recent survey of history majors graduating between 1972 and 1977 revealed the career choices of 112 graduates, some of which are set out in the following table.

Business	21
Teaching (Elem. & Second.)	10
Sales	9
Law	8
Insurance	8
Public Service	7
Banking, Finance, Brokerage	6
Advertising, Marketing	5
Librarian, Archivist	4
Medicine	3
Applied Research	2
Journalism	2
Ministry	2
Advocacy Organizations	2

Excluding teaching for the moment, by far the greatest numbers of D.U. history graduates have gone into law and general business, with significant numbers going into insurance, retail sales, advertising and marketing, and banking and finance.

Public agencies look for many of the same qualifications valued by private employers. Many agencies are heavily involved in social research. Much of the research involves large numbers of subjects, and a knowledge of statistics and computer programming will be helpful. Public administrators are expected to have broad, general skills and knowledge as well as specialized preparation. The PACE examination (Federal Civil Service examination for B.A. and B.S. undergraduates), given twice a year, recruits candidates with general, liberal arts backgrounds for many careers in the federal civil service.

Your general skills of analysis and preparation are a good foundation for careers in all of these fields; in some cases such as journalism and government they may be sufficient qualifications for entry level positions. In every case, course work particularly related to your chosen career will give you a competitive edge. For some careers, such as law, additional education beyond your bachelors degree is essential.

Fields Closely Related to History

Historians are commonly hired to work in archives, museums, historical societies, in historic preservation and as editors in publishing houses. In all these fields, there will be some positions available to candidates with a bachelors degree in history. In all of them, some special course work preparing you for that field will be a great asset. An employer may then hire you for your broad mastery of historical skills, expecting to train you for your particular work, while feeling sure that there are tasks you can begin immediately without lengthy orientation. Special course work in addition to your major is an indication to an employer of your interest. You have *chosen* his field rather than simply casting around for "something to do with a history major." Courses in librarianship, art history, archeology, architecture or mass communications are an effective supplement for those seeking to enter these fields. To be candid, in our age of specialization, a masters degree seems increasingly to be required for entry into many of these fields.

Nonetheless, knowledge of history as a part of our general culture is an extremely valuable tool in a wide range of areas of study or professional activity. Thus, a knowledge of history will facilitate the study of art, musicology, literature, and philosophy, and would provide a good base for graduate study in such areas as the law or international business.

Teaching

Teaching is a career that many historians pursue. At a university you will have the opportunity, indeed you will be expected, to research and publish your results as well as to teach. Some four-year colleges will require more teaching and may place less emphasis upon research. A doctorate is essential for college and university teaching and will usually require a minimum of four years of additional study after your bachelors degree. Such positions are relatively scarce and competition is extremely keen.

If teaching history appeals to you more than research, a position at a junior or community college may interest you. Your teaching load will be heavier than at a college or university, but you will not be expected to do research. A masters degree requiring 1 to 2 years of study is generally sufficient qualification for such a position. Indeed many junior and community colleges may be *less* ready to hire you if you have a doctorate. Some states require Certification as well.

You may teach history at the high school level with no more than your bachelors degree. Unless you teach at a private school, however, you will need to take education courses to prepare you to be certified by the state in which you will teach. History at the secondary level is often taught as part of social studies and your preparation should include such areas as political science, economics, sociology, and anthropology as well as history.

Any member of the history faculty will be glad to discuss a career in teaching with you. For secondary level teaching, you will want to discuss your interest with someone in the School of Education as well.

Research and Writing

Relatively few jobs will require you simply to research and write history. Most federal agencies maintain an office responsible for the agency's history and some positions will be available in research projects funded by public agencies or private foundations. A bachelors degree will qualify you for some of these positions, but many will require an advanced degree or experience. Most employers will ask you to apply your skill of historical inquiry to some practical task or to perform services in addition to research. Many agencies of the federal government hire people with M.A.'s or Ph.D.'s to do research; for example, the Library of Congress, the CIA, Foreign Service, Bureau of Land Management, and Federal Archives and Records Centers. Also, there are many civil service positions in a variety of agencies for people with undergraduate degrees in history.

HOW CAN I PREPARE?

Early investigation into fields of interest to you will allow you to plan your course of study effectively. Some kind of related on-the-job experience prior to graduation will be of great help in demonstrating to potential employers your interest and aptitude in your field. This will be particularly true if you intend to look for a job immediately after receiving your bachelors degree, but many graduate school admissions committees will also be favorably impressed. Work study, cooperative education, internships, and volunteer work all offer you the chance to add experience to your academic qualifications.

Members of the history faculty can advise you in your choice of fields, schools, and programs. You should not hesitate to approach faculty of the university's many other departments and professional schools for advice about their fields. They in turn will often be able to refer you to professionals in your proposed career in the Denver area, many of them D.U. graduates. You will find that most people, even if approached "cold" without an introduction, will be glad to share their experience with you.

WHO IS GOING TO HIRE ME?

The Career Planning and Placements Office can provide you with information on particular employers and specific job openings. If you have identified a particular career that appeals to you, it will be worthwhile to acquaint yourself as thoroughly as possible. A knowledge of the particular qualifications currently in demand will allow you to shape your program accordingly.

Most professionals will be members of an association which publishes a journal, newsletter, or job bulletin. Student or associate memberships are often available at greatly reduced rates. Membership will not only bring you a stream of useful information but will demonstrate your involvement to potential employers. If you are interested in a career in

Jobs in the Federal Civil Service at the managerial or administrative level require an individual to take the Professional and Career Examination (PACE) exam given twice a year. There may be other tests given for some agencies, but the PACE exam is the one most widely used.

HELPFUL WORK EXPERIENCE

Getting a job is often dependent on having previous work experience. The best way to obtain that experience, as well as to decide whether a particular field of economics interests you as a career, is to work in your area of interest during the summer or on a part-time basis during the school year. Having previous work experience will also indicate to an employer that you have taken the initiative to develop some expertise in the field.

The Internship Program in the Department of Economics provides an opportunity to gain valuable work experience in various fields of economics. Students are placed in state and federal governmental agencies, as well as in the private sector. Recently, students have participated in internships with the State Department of Labor, the U.S. Department of Energy (regional office), The Women's Bank, and the Office of U.S. Representative Patricia Schroeder. Besides having the chance to apply economics in a work situation, the internships often lead to job offers within the firm or agency.

The University of Denver (Colorado Seminary) is an Equal Opportunity Employer. It is the policy of the University to act affirmatively to recruit, hire, and promote for all job classifications and positions without regard to race, religion, color, national origin, age, sex, handicapped or veteran status.

A Guide to Careers in Economics

UNIVERSITY OF DENVER
1979

INTRODUCTION

Economics is concerned with the production and distribution of goods and services. Economic analysis is carried out within the framework of an existing body of economic theory. Applying the theory to particular problems involves the use of models, problem solving and research skills. This process offers increased awareness and ability to skillfully assess policies and decisions. The acquired skills are personally gratifying and provide a firm foundation for careers in business, government, research, law and education.

PREPARING FOR A CAREER IN ECONOMICS

Economics is a bridge between liberal arts and business studies. It is possible to use a major in economics toward fulfillment of degree requirements in either the College of Arts and Sciences or the College of Business Administration, thus providing a wide choice of career possibilities.

The requirements for the economics major include four required courses: Principles of Economics I and II, Intermediate Economic Theory, and Macroeconomic Theory. These courses provide you with a basic foundation. Additional course work can be chosen to suit your particular interests. An advisor from the faculty of the department will help you choose an appropriate set of courses which fulfill the degree requirements of your college and fit your career objectives.

The Economics Department offers a variety of courses in the areas of economic theory, political economy, industrial development, labor relations, regional and urban economics, international trade and finance, economics of developing countries, research methods and policy analysis. You may combine two or more of these areas to fit your career needs.

The study of economics prepares you for many rewarding and challenging jobs. If you are interested in urban economics, there are opportunities to work in state planning departments and in consulting firms which specialize in city or community planning. If you enjoy research, a career as an economic analyst for a government agency, bank, oil company, research agency, or other private firms is a possibility. The business aspect of economics may be what most appeals to you and you may wish to consider pursuing a career as a manager of investment funds or as a manager of a retail establishment. If traveling excites you, and you are interested in working with less-developed countries, a stint in the Peace Corps, a career in regional or economic development planning, or consulting work for a company with overseas operations may be an ideal choice. With the growing emphasis on domestic energy development, there are an increasing number of oil, gas and coal companies which utilize economic researchers and analysts. A high proportion of economics majors continue their education in graduate, professional or academic programs. Economics provides excellent background for professional programs in law, business, and public administration.

Teaching economics is a career option which requires additional training. Teacher certification is necessary at the high school level and background in a related field (history or political science) is recommended. A master's degree is usually sufficient training to teach in a community or junior college; however, the competition for available positions may demand that you have additional training or considerable experience. A university faculty position requires a Ph.D.

Because many of the job opportunities for economists are in the public sector, many students major in political science in addition to their major in economics. The combination of skills provided by this double major may give you an advantage in qualifying for jobs with the government. Combining the study of economics with mathematics, public affairs, history or mass communications can also be advantageous.

CAREERS OF RECENT GRADUATES

The career choices of University of Denver graduates over the past five years reflect the ability of graduates in economics to qualify and enter both the public and private sector. A sample of these choices is listed in the following table:

Positions

Manager
Graduate Student
Statistician
Credit Analyst
Commercial Developer
Urban Planner
Chemical Executive
Field Agent
Marketing Analyst
Research Assistant
Personnel Manager
Loan Officer
Management Trainee

Employers

Bank of America
Denver General Hospital
European Design Company
Mile High Accounting Services
Missouri Public Service Company
National Economic Research Association, Inc.
Regional Transportation District
Security Pacific National Bank
Heritage Foundation
Ford Motor Company
Johns-Manville
Shell Oil Company
Westinghouse
Bosworth, Sullivan and Company, Inc.

QUALIFYING FOR A JOB

Employers in the public and private sector look for the same basic qualifications in prospective employees. In addition to a sound theoretical background, a working knowledge of statistics and basic computer analysis is worth developing. Training in econometrics (statistical analysis) is a decided advantage in competing for jobs.

APPENDIX B

CAREER NOTEBOOK: BIOLOGICAL SCIENCES
(Sample)

MEDICAL TECHNOLOGIST

A medical technologist is one who is qualified to perform clinical laboratory testing requiring a significant amount of independent judgement and discretion. Work of this type may entail supervising laboratory technicians and aides, and assisting in their training, calibrating equipment, evaluating new tests and procedures, examining and analyzing blood, and identifying disease producing organisms. Most medical technologists are employed in clinical and analytical laboratories of hospitals, public health departments, research institutions, industrial firms and federal agencies.

A medical technologist must be a high school graduate and take and pass the American Medical Technologists registry examination for certification after completing one of the following requirements:

a) hold a bachelor's degree in medical technology or in one of the biological sciences from an accredited college or university plus one year of lab experience.
b) complete 90 semester hours in an accredited college, including 40 semester hours in the sciences. Courses included in this requirement (all of which are offered at DUI.) are: chemistry, bacteriology, math, biology, genetics, embryology, zoology and/or anatomy. One year of laboratory experience must also be completed.
c) graduate from the Professional school/Armed Forces school and meet the requirements for a medical laboratory technician, plus complete three years of laboratory experience.

A college degree is recommended for those wishing to advance to bio-analytical research or to become laboratory supervisors or teachers. Many scholarships are available for those starting a med tech career as well as a variety of awards offered for contributions in the field of medical technology, leadership, service, publications, etc.

Because medical technology is an expanding field, there is a relatively high demand for medical technologists at present. Predicted annual openings for this type of work are estimated at 13,500.

PHYSICAL THERAPY

The physical therapist plans and administers physical therapy treatment programs to patients who are disabled by illness or accident or were born with a handicap. This may include restoring strength and mobility to injured muscles, minimizing the disfiguration of injuries for burn victims, working as trainers to prevent injuries in contact sports and working with industrial firms to reduce injuries in work areas. Physical therapists work in hospitals, nursing homes, rehabilitation centers, research centers, industrial firms, or as teachers of physical therapy in colleges and universities; beginning salaries range from $10,000 to $15,000 per year depending on geographic location and type of institution in which the therapist is employed.

The therapist must be licensed in the state in which he practices, and may do this by passing a licensing exam after completing one of the following programs:

a) Bachelor's degree- four years of physical therapy curriculum in an approved college or university
b) Certificate program- obtain a bachelor's degree in a related field plus at least one additional year of special training to fulfill specific admission requirements
c) Master's degree- obtain a bachelor's degree in a related field and complete two years of specific requirements. Individuals with this degree are usually those interested in teaching, supervision or administration

The four years of college study generally include three years of liberal arts education and a fourth year of very specific physical therapy courses. Some of the courses taken in the first three years, all of which are offered at LU, are: biology, embryology, genetics, anatomy, physiology, physics, chemistry, psychology, statistics and anthropology. Financial aid is available for these studies through public or private organizations or government programs; cost of the program is comparable to any four year curriculum at a college or university.

APPENDIX C

ANALYSIS OF ALUMNI OCCUPATIONS AND EMPLOYERS

Department of Theatre

DEPARTMENT OF THEATRE

Some of the career positions of the 115 alumni graduating during the period 1968-1978

Positions

Faculty - College and University of these: 6 are Directors and 3 are Art Directors	26
Actors and Actresses	17
Teachers - Elementary & Secondary Education	13
Directors: Art and Media	9
Business	3
Secretary, Receptionist	4
Writers: Editors and Playwrite	3
Attorneys	3
Sales	2
Ministers	2
Model	1
Pilot	1
Marketing	1

CATEGORIES IN THEATRE

Private Business

SJN & Sons Mgmt. Co.
Motivation Mgmt Service
Tree's & Other Green Things
Western Filter Co.
Fashion Bar
Mellman, Mellman & Thorn P.C.
Playtex International
Lady Ambassador Health Club
Richard K. Manoff Inc.
Richmor Aviation Inc.
Kingston Knits
Batel, Inc.
Empire Savings
Denver Wholesale Florist Co.
The Denver
Contemporary Design
Gulf Coast Production, Inc.
Crest Motors
J. F. Images Music Co.
Herzstein & Mayer
United Airlines
American Business Women's Assoc.

Services (Government and Community related)

North Jeffco Metro Recreation & Parks District
Planned Parenthood
USMCAD
U. S. Information Agency
St. Luke's Hospital Center
1st United Methodist Church
United Methodist Church

Education

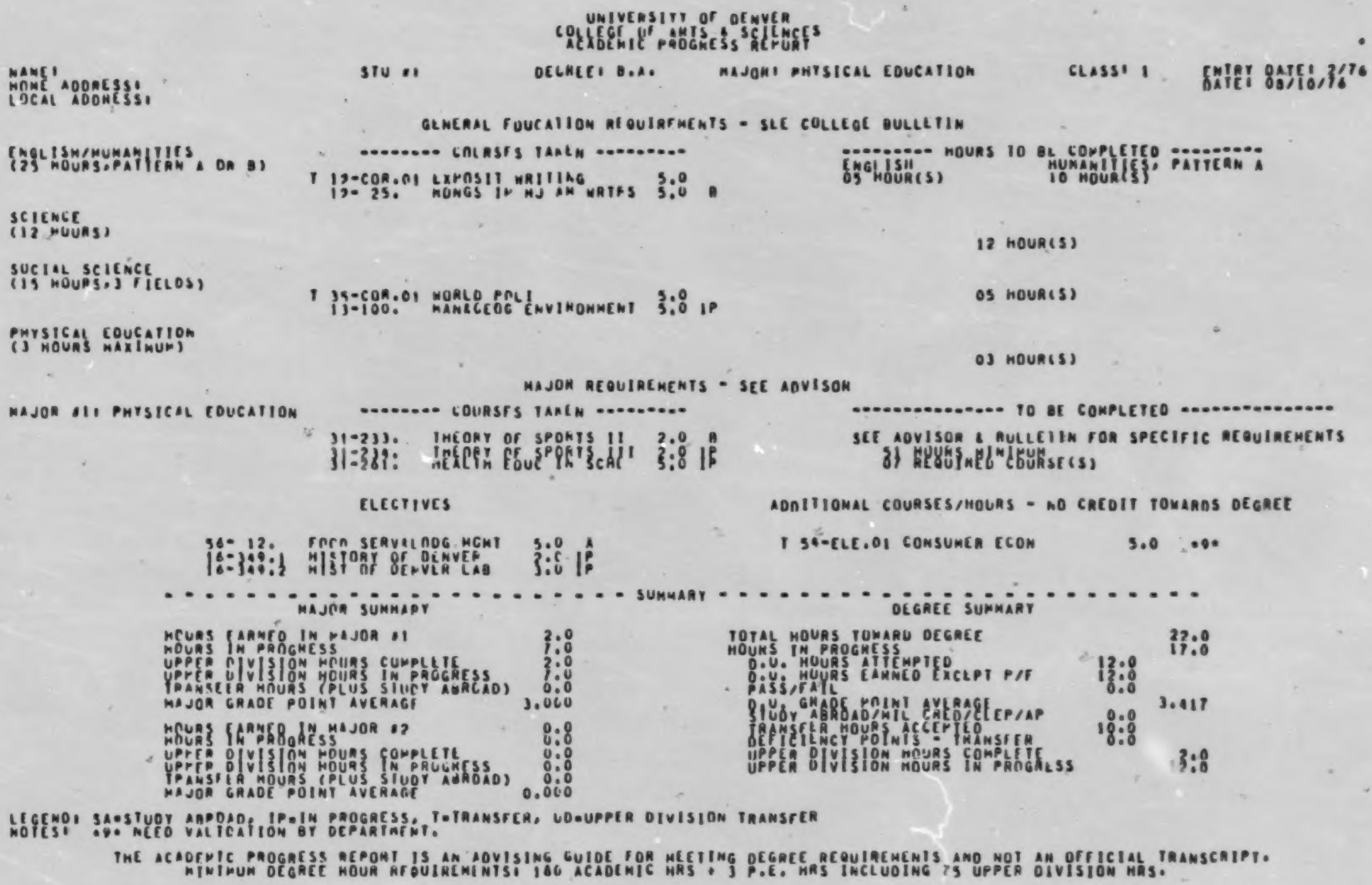
Secondary and Elementary Schools
Colleges and Universities
Cuyahoga County Board of Menta
Coweta County Board of Education

Theatre, Media Related

San Antonio Fine Arts Center
New Kaleidscope Players
Theatre at Monmouth
Sid & Marty Krofft Productions
Lamb's Players
Creede Repertory Theatre
Theatre L'Homme Drieu
Circle in the Square Theatre
J. H. Cargill Producing Organ.
Arlington County Performing Arts
Northstage Theatre Restaurant
Arvada Center of Arts & Humanities
Stage Engineering & Supply
Technical Production Services
MGM TV IBIS Productions
MGM, Inc.
Rocky Mountain Public Broadcast Network
KWGN - Channel 2
Petra Fashion Magazine
Rocky Mountain News
Multi Media Entertainment

APPENDIX D

APR (Academic Progress Report)



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                                        UNIVERSITY OF DENVER
                                    COLLEGE OF ARTS & SCIENCES
                                     ACADEMIC PROGRESS REPORT

NAME:
HOME ADDRESS:               STU #:          DEGREE: B.A.      MAJOR: PHYSICAL EDUCATION          CLASS: 1       ENTRY DATE: 2/76
LOCAL ADDRESS:                                                                                                  DATE: 08/10/76

                              GENERAL EDUCATION REQUIREMENTS - SEE COLLEGE BULLETIN

ENGLISH/HUMANITIES                 -------- COURSES TAKEN ---------          --------- HOURS TO BE COMPLETED ---------
(25 HOURS,PATTERN A OR B)                                                    ENGLISH              HUMANITIES, PATTERN A
                              T 12-COR.01 EXPOSIT WRITING       5.0          05 HOUR(S)           10 HOUR(S)
                                12- 25.   HONRS IN MJ AM WRTRS  5.0  B

SCIENCE
(12 HOURS)
                                                                                       12 HOUR(S)

SOCIAL SCIENCE
(15 HOURS,3 FIELDS)
                              T 35-COR.01 WORLD POLI            5.0                    05 HOUR(S)
                                13-100.   MAN&GEOG ENVIRONMENT  5.0 IP

PHYSICAL EDUCATION
(3 HOURS MAXIMUM)
                                                                                       03 HOUR(S)

                                          MAJOR REQUIREMENTS - SEE ADVISOR

MAJOR #1: PHYSICAL EDUCATION       -------- COURSES TAKEN ---------          --------------- TO BE COMPLETED ---------------

                                31-233.   THEORY OF SPORTS II   2.0  B       SEE ADVISOR & BULLETIN FOR SPECIFIC REQUIREMENTS
                                31-234.   THEORY OF SPORTS III  2.0 IP          51 HOURS MINIMUM
                                31-261.   HEALTH EDUC IN SCHL   5.0 IP          07 REQUIRED COURSE(S)

                                   ELECTIVES                            ADDITIONAL COURSES/HOURS - NO CREDIT TOWARDS DEGREE

                  56- 12.   FOOD SERV&LODG MGMT   5.0  A               T 54-ELE.01 CONSUMER ECON         5.0   *9*
                  16-349.1  HISTORY OF DENVER     2.0 IP
                  16-349.2  HIST OF DENVER LAB    3.0 IP

            * * * * * * * * * * * * * * * * * * * * * * SUMMARY * * * * * * * * * * * * * * * * * * * * * * *
                         MAJOR SUMMARY                                              DEGREE SUMMARY

            HOURS EARNED IN MAJOR #1                 2.0          TOTAL HOURS TOWARD DEGREE                        22.0
            HOURS IN PROGRESS                        7.0          HOURS IN PROGRESS                                17.0
            UPPER DIVISION HOURS COMPLETE            2.0            D.U. HOURS ATTEMPTED                   12.0
            UPPER DIVISION HOURS IN PROGRESS         7.0            D.U. HOURS EARNED EXCEPT P/F           12.0
            TRANSFER HOURS (PLUS STUDY ABROAD)       0.0            PASS/FAIL                               0.0
            MAJOR GRADE POINT AVERAGE              3.000            D.U. GRADE POINT AVERAGE                        3.417
                                                                    STUDY ABROAD/MIL CRED/CLEP/AP           0.0
            HOURS EARNED IN MAJOR #2                 0.0            TRANSFER HOURS ACCEPTED                10.0
            HOURS IN PROGRESS                        0.0            DEFICIENCY POINTS - TRANSFER            0.0
            UPPER DIVISION HOURS COMPLETE            0.0            UPPER DIVISION HOURS COMPLETE                   2.0
            UPPER DIVISION HOURS IN PROGRESS         0.0            UPPER DIVISION HOURS IN PROGRESS               12.0
            TRANSFER HOURS (PLUS STUDY ABROAD)       0.0
            MAJOR GRADE POINT AVERAGE              0.000

LEGEND: SA=STUDY ABROAD, IP=IN PROGRESS, T=TRANSFER, UD=UPPER DIVISION TRANSFER
NOTES:  *9* NEED VALIDATION BY DEPARTMENT.

          THE ACADEMIC PROGRESS REPORT IS AN ADVISING GUIDE FOR MEETING DEGREE REQUIREMENTS AND NOT AN OFFICIAL TRANSCRIPT.
               MINIMUM DEGREE HOUR REQUIREMENTS: 180 ACADEMIC HRS + 3 P.E. HRS INCLUDING 75 UPPER DIVISION HRS.
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"Have you talked to your advisor about your academic and career plans?"

APPENDIX E

COURSE ANNOUNCEMENTS: "EDUCATION, WORK, AND LIVING"

Department of Philosophy

"YOUR EDUCATION, YOUR WORK, YOUR LIFE"

A series of Public Seminars

THURSDAYS, APRIL 5 - MAY 3

12:00 Noon to 2:00 p.m.

Lindsay Auditorium
Business Administration Building - 2020 South Race

Organized and Presented
by
The Department of Philosophy and Office of Career
Planning and Placement
University of Denver
with the support of the Department of Foreign
Languages and Literatures

April 5 - "Education for What? The Educated Graduate/The Employed Graduate"
William F. Gaul
Associate General Counsel, Committee on Education and Labor
U.S. House of Representatives

April 12 - "Your Education and Your Career in Business"
Fred Jager
President, Jager and Company, Inc.
Business consultant and columnist, Rocky Mountain Journal

April 19 - "Education and Careers: International Opportunities"
Richard I. Brod
Director of Foreign Language Programs
Modern Language Association

April 26 - "Education and the Invented Career"
A panel of Coloradans who have "invented" their careers:
Susan Carpenter - Associate Director
Rocky Mtn. Center on the Environment

Leif - Open Network News

Malcolm Lillywhite - Director
Domestic Technology Institute

May 3 - "Professions and Other Evils of the Modern Age"
Wilbert E. Moore
Professor, Department of Sociology
University of Denver

The University Community and Friends of the University Are Cordially Invited to Join Us

EDUCATION/WORK/LIFE SEMINARS

Fred Jager, president of Jager and Co., business consultants, and columnist for the Rocky Mountain Journal, will be the next speaker in the public seminar series on *Your Education, Your Work, Your Life.* He will discuss "Your Education and Your Career in Business" April 12.

The mid-day programs (noon-2 p.m.) in Lindsay Aud. (BA 244) are sponsored by the Career Planning and Placement Office and the Departments of Philosophy and Foreign Languages and Literatures. They are open to the public at no charge.

On April 19, Richard I. Brod, director of foreign language programs, Modern Language Association, will talk about "Education and Careers: International Opportunities."

"Education and the Invented Career" will be discussed April 26 by a panel: Susan Carpenter, associate director, Rocky Mountain Council on the Environment; Leif, of Open Network News, and Malcolm Lillywhite, director, Domestic Technology Institute.

The final program, May 3, will feature Prof. Wilbert E. Moore (Sociol.), speaking on "Professions and Other Evils of the Modern Age."

APPENDIX F

SOCIOLOGY COLLOQUIUM
(Syllabus excerpts)

41-203 SOCIOLOGY COLLOQUIUM

GCB 435 Tuesdays:7-9p.m. Richard J. Caston Spring 1979

The purpose of this course is to provide sociology majors and minors information on the variety of careers that are open to those who are trained in sociology. Each week a panel of speakers will discuss the relevance of their degrees in sociology to their chosen area of work and will answer any questions you may have. Tentatively, the schedule will be as follows:

March	27	SOCIOLOGY IN ACADEME
April	3	TEACHING
	10	ADMINISTRATION
	17	COMMUNITY SERVICES
	24	LEGAL SERVICES
May	1	POLITICAL ACTION
	8	DOING APPLIED RESEARCH
	15	HEALTH CARE SERVICES
	22	HOW TO INTERVIEW FOR A JOB

You are encouraged to take this course pass/fail. If you have not done so but now wish to, I shall be happy to call the registrar to have the deadline for signing up for pass/fail extended through this week (until March 30th).

Class participation is a fundamental factor in the productiveness of this course. Please feel free to ask questions of the speakers at any time -- they are here to speak to your career concerns and interests.

APPENDIX G

INTERDISCIPLINARY COURSE SYLLABUS "PERSPECTIVES IN LIBERAL ARTS AND CAREERS"

Syllabus for 39-101

Perspectives on Liberal Arts and Careers

Winter 1979
University of Denver

Francis Gaebler
Dr. Barbara Vollmer

Introduction

/4 1. Overview, concepts of work/leisure
Bolles 1-60; 374-392

Career Theories/Self-Assessment

/9 2. Relating interests to life planning: Ginzberg and Holland
Powell 1-13; Bolles 114-136; 186-192; 426-431

11 3. Enthusiasms and the identification and development of skills: Bolles
Bolles 137-186

16 4. Creative life planning: Figler
Bolles 434-439; 443-450; 262-301

Reality Testing: Exploring Your Interests

* 5. COSIS and resource materials
* Make appointment with Francis or Bobbi
Powell 14-54; Bolles 205-232; 74-84

23 6. Interviewing for information: detective skills
Bolles 84-90; 233-240; 440-442

26 7. Field trip "treasure hunt"

30 8. Identifying alternatives: SCII interpretation

1 9. Art of resume writing: a future resume
Powell 55-74

The structure of work

5 10. Opportunities for college graduates: entry positions and crystal gazing
Powell 14-54 (review)

8 11. Field trip to a company

13 12. Researching opportunities and the process of becoming employed
Powell 74-106; Bolles 240-261, review 262-301
Meet at Career Planning and Placements Office

15 13. Career/life satisfaction
Bolles 300-330; 451-461

Continued -----

Relating Education and Careers

0 14. Education and employability: "Does my education box me in?" - a panel
Review Bolles, Chapter 3, 61-204

2 15. Interviewing for graduate schools or careers: video session
Powell 86-106 (review)

7 16. Career paths and continuing education: setting goals
Powell 122-144; Bolles 420-423; (451-461 review); 60-74; 90-114

17. "What I Have Learned"
* Make appointment with Francis or Bobbi

18. Wrap-up: reviewing effectiveness
Bolles 192-201

Texts:

Bolles, R.N. Three Boxes of Life. Berkeley: Ten Speed Press, 1978.

Powell, C.R. Career Planning and Placement Today. Dubuque, Iowa: Kendall/Hunt, 1978.

APPENDIX H

INTERDISCIPLINARY COURSE ANNOUNCEMENT AND SYLLABUS "CAREERS WITH HUMANITIES BACKGROUND"

12-117 : CAREERS WITH A HUMANITIES BACKGROUND Prof. Gould, English

This is a one hour weekly course on career possibilites for Humanities majors (i.e. majors in English, Foreign Languages, Philosophy, History, Religious Studies), though, of course, majors in other fields are welcome to attend.

Each week we will have a session in which we will focus on one of the professions which humanities majors have traditionally, or untraditionally, found open to them: say, Law, Medicine, Government Service, International Studies, Publishing, Librarianship, Public Relations and the Mass Media, and, or course, teaching at all levels. We will be visited by some ex-Humanities major who will speak frankly about the practical issues involved in pursuing these professions, and you will be able to ask frank and probing questions about what the chances really are of becoming a Publishing Editor, Lawyer, Technical Writer or Diplomat, etc. There will also be a session on marketing yourself in the professional world, via vita and interview.

There is one hour of credit attached to the course, and you will be expected to explain with some coherence in an oral interview what the significance of the course has been to you. But, primarily, this is a "service" course for Humanities Majors which we hope will give some sense of practicality to your academic studies, and enable you to develop some curiosity about the "real" professional world which awaits you.

The first meeting will be on Tuesday, March 27 at 12:00 p.m. in GCB 422.

Careers with a Humanities Background

April 3: Nelson Priest – Viking Publishing - Representative in Colorado

April 10: D.U. Law School Placement Director: Connie Meliur

April 19: Richard Brod - Modern Languages Association

April 24: Tom Gleason - Staff Assistant with Senator Gary Hart's Denver Office

May 1: JoAnn Albright - Director Career Planning & Placement

May 8: Mardee McKinley - Community relations Director KBTV, Channel 9

May 15: General discussion and synthesis of speakers' main point

Assignment: By May 15, write four or five pages on what you think are the general qualities which a liberal arts education offers for a career.

Eric Gould
Pioneer Hall, 423A
X2266 or 321-9189

APPENDIX I

DEPARTMENT OF FOREIGN LANGUAGES: PROPOSAL FOR PRE-PROFESSIONAL PROGRAM

A FOREIGN LANGUAGE PROGRAM FOR STUDENTS IN PROFESSIONAL MAJORS

The following proposal describes an elective option for students who want professionally useful knowledge of a foreign language and culture.

STATEMENT OF THE PROBLEM. The security and prosperity of the United States are increasingly affected by economic, political and social conditions abroad, but, in general, Americans are showing less and less interest in gaining knowledge about other peoples, their languages and cultures, knowledge which is essential if the United States is to adapt successfully in a world where nations can no longer act as though they were independent of one another.

The following statistics indicate the extent to which the United States depends economically on other countries.

- 1/3 of the profits earned by American companies derives from foreign trade.
- 1/3 of American farmland produces for export.
- 1/6 of the American workforce owes its livelihood to foreign trade.
- 46% of the oil needed by Americans in 1979 will be imported.
- The net deficit for primary minerals is projected to rise from $7.1 billion in 1972 to $40 billion by the year 2000. In 1950, the net deficit was only $2.5 billion (all figures in 1972 dollars).
- Foreign corporate investment in the United States during 1978 rose 27% above the 1977 figure. This amount represents the largest yearly total since World War II.

The following statistics demonstrate Americans' lack of interest in learning about foreign countries.

- In a UNESCO survey of 30,000 ten-to fourteen-year old children in nine countries, Americans stood second to last in their knowledge of foreign countries.
- In a recent survey of high school seniors, 40% thought that Israel was an Arab country.

- Only 15% of all high school students study a foreign language as opposed to 20% in the 1950s and 36% in 1940.
- Only 2% of the above 15% reach the third year of study.
- In 1978, only 8.9% of college students were enrolled in foreign language courses, a drop from 15.5% in 1968.
- Only 3% of undergraduates are enrolled in courses dealing with foreign affairs or foreign peoples and cultures (excluding foreign languages).
- In 1977, 50% of the American people did not know that the United States imported oil.

The interdependence which more and more characterizes the relations among nations is one of the most obvious phenomena of the late 20th century. That the United States shares this interdependence is equally obvious. Events in foreign countries affect the price and availability of fuel and raw materials which Americans cannot do without. Major changes in the price of foreign currencies affect the price of both imported and domestic goods: if the dollar declines relative to other currencies, imported products cost more; domestic products may rise in price if, as in the case of leather and furniture-grade hardwood, foreigners, using cheaper dollars, are able to bid more in the American market.

Americans cannot continue to behave only as if the rest of the world depended on the United States. If they do not recognize the need to end their ignorance of other peoples and their languages they will become less and less able to protect their political and commercial interests.

ENGLISH AS AN INTERNATIONAL LANGUAGE. One can justifiably raise the question, "Isn't it enough to speak English since English is spoken all over the world?" There is no doubt that English has become a lingua franca spoken in all parts of the globe, and that, in particular, it has become an international language of business. Nevertheless, there are many pressing reasons why Americans engaged in the international professions should be able to speak, or, at the very least, to understand and to read a foreign language.

1. The American who commands a foreign language has direct access to information and to people, an invaluable result of independence and flexibility of communication. When dealing with foreign colleagues, he does not have to rely on interpreters or on the linguistic ability and good will of a few foreign counterparts. While many high ranking executives speak some English, the middle-management and technical personnel of their companies often do not speak any at all.

Even if one does not speak the language well, the ability to understand what is being said in the language becomes an invaluable skill: when interpreters are present, or in group situations where both English and another language must be used, the ability to understand permits one to monitor the interpreter's accuracy and to apprehend immediately the response of counterparts who speak no English.

Direct access to the local community makes easier the American's adjustment to a new and strange environment, should he and his family be required to live in a foreign country. The freedom to circulate, to make friends in a foreign city is crucial where there are few other Americans or English speaking people with whom to socialize; it is equally important where a large American community exists, as was the case in Iran, because it precludes a real and paralyzing isolation from the people with whom one is doing business. By making the acquaintance of local citizens, as a friend and not simply as a client or customer, one becomes personally cognizant of the attitudes and concerns which motivate the people of the community, and therefore knows better how to deal with them.

Not restricted to the company of anglophones, usually an educated elite and therefore unrepresentative of the population as a whole, the American can approach sources of information and make contacts to which he might not otherwise have access: "Faced with changes in their competetive position, American businessmen are finding it useful to use local languages, even when their official counterparts have a nominal command of school English. English is, after all, principally a white collar language outside of the English speaking world. American interests abroad, whether economic, political or cultural, are increasingly affected by developments originating beyond the white collar elite. Corporate leaders with international contacts are coming to appreciate the implications of this situation." (S. Frederick Starr, "English Dethroned", Change, May, 1978, p. 31.)

The recent revolution in Iran is an illustration of the preceeding point. Discussing the lessons learned from Iran, an article in the New York Times suggests that businessmen must rely on contacts which they develop themselves rather than on official sources, for information about conditions in a foreign country (New York Times, January 14, 1979, III, p. 4.).

The ability to read a foreign Language provides direct and immediate access to the press of a foreign country, and to a vast amount of useful and important information which is never translated and rarely summarized in a timely manner.

2. The study of foreign languages makes one aware of and sensitive to cultural differences which, if not respected or taken into consideration, can interfere with communication and affect the success of an enterprise. Although a promoter of English as the future universal language, Lester Brown writes that Americans must learn other languages because "language reveals much of the underlying values, attitudes and thought patterns of a people. Only by learning a language other than one's own mother tongue can the cultural basis of the language barrier be fully appreciated." (Lester R. Brown, World Without Borders, New York, 1972, p. 274.)

The Wall Street Journal, reporting on "tense moments" caused by differing customs during the negotiations between Renault and American Motors, cites an example of cultural insensitivity on the part of two American engineers. The latter were taken to lunch in Paris by French counterparts. In a country which prides itself on its more than 300 varieties of cheese, the Americans insisted on being served Wisconish cheddar. While this incident appears to be a trivial one, the fact that it was even publicized indicates that the French found the Americans' behavior annoying. (Wall Street Journal, February 6, 1979, p. 1.)

3. A great many of the foreign tourists coming to the United States speak very little or no English. Americans whose livelihood depends on foreign tourism would profit by learning, even minimally, one or more of the languages spoken by these tourists. Foreigners travelling to the United States in 1978 numbered a record 20 million. This figure is expected to increase in 1979.

4. The study of foreign languages increases knowledge about communication: "the study of a different language gives a person an understanding of the nature of language itself, a sense of structure that is difficult to acquire from studying one's own familiar language. Any new language forces us to think why, in our own we need to do what we do to express ourselves clearly." (Vermont Royster, "A Musty Lament", Wall Street Journal, February 15, 1978, p. 24.)

5. The American who speaks a foreign language is more versatile, more knowledgeable, and will thus be more effective in international situations, all other qualifications being equal, than the American who remains monolingual: "The tourist may still do his flying excursion with no language but his own because the hotel concierge with his school education speaks several. It's a different matter for the scientist, the technologist, the businessman, the journalist. Those who have some gift of tongues have an advantage over those who don't. As William Voris, who teaches international management puts it, 'In the future you're going to have to live in a monastery to avoid contact with foreign cultures.'" (Vermont Royster, "A Musty Lament", Wall Street Journal, February 15, 1978, p. 24.)

THE POSSIBILITIES OF LEARNING A FOREIGN LANGUAGE. The foregoing arguments attempt to illustrate the importance for the native speaker of English to learn foreign languages in a world where his own language is already widely spoken. If these arguments are accepted, another question must be asked, "Is is possible for a college student with no background in a foreign language to acquire the linguistic ability necessary to deal on a professional level with foreign counterparts, to read the types of materials which are useful to him, and to gain the knowledge of a foreign culture which is important to his work, all while he is taking the courses required for his degree?"

The following syllabus gives an unequivocally positive answer.

This syllabus describes a series of courses to be taken over a period of two years. The linguistic competency necessary to perform well in a professional situation is acquired in two stages. In the first year, the student takes an intensive beginning language course based on the Dartmouth Intensive Language Model. There, he develops the basic language skills of comprehension, reading, speaking and writing. When he finishes the first stage, he will be able to perform at a level equivalent to the Foreign Service exam score of 2, "able to satisfy routine social demands and limited professional requirements with confidence but not with facility." In the second year, these skills are reviewed, amplified and perfected in a series of courses whose subject matter concerns the cultural and professional material with which the student must be familiar but which, as is the case in the first year, are conducted entirely in the foreign language. Through reading, oral and written assignments, the student will develop the linguistic competence he needs - to function well at a social and professional level with some facility.

The student investigates cultural and professional subjects as he learns the language. These subjects are divided into three groups: general background, major issues, and professional topics. The background topics cover a broad sweep of information, including geography, political, economic and social history, and, finally, surface culture, the external signs and conventions of a people's national or ethnic identity. This information provides a necessary foundation for the study of the modern society, a study which should be approached by focusing on a limited number of problems (one per week) which most concern the people of the foreign country. A broader, more inclusive approach, dealing briefly with many subjects, would fail to provide the student with any understanding of the deep culture, the common attitudes and motivations which cause a people to act or think in a particular way that distinguishes them from other ethnic or national groups. It is precisely this sort of understanding that this series of courses will attempt to foster. Finally, the student will investigate a limited number of topics that will familiarize him with the specialized language and terminology used in business, and with the nature of commerce within the country.

These subjects are set forth in the outline below:

I. GENERAL BACKGROUND

- A. Geography
    - 1. physical
        - a. important natural features
    - 2. political
        - a. international borders
        - b. internal borders
    - 3. economic
        - a. agricultural regions and products
        - b. natural resources
        - c. concentrations of major industries
        - d. routes of communication
    - 4. social
        - a. ethnic groups
- B. Political history
    - 1. rapid survey of history before 20th century
    - 2. history of 20th century
- C. Economic history
    - 1. development of modern economy
- D. Social history
    - 1. evolution of class structure
    - 2. recent demographic changes
- E. Surface culture
    - 1. social conventions, culinary habits, sports, national holidays, etc.

II. CURRENT MAJOR ISSUES (Issues will vary for each country. Those listed below concern France and are meant to serve as examples.)

A. Decentralization of political and economic power

B. European Economic Community

C. Energy

D. Inflation

E. Unemployment

F. Status of women and the family

G. Foreign labor

H. Political parties

I. Ethnic separatism

J. Post colonial relations

III. PROFESSIONAL TOPICS

A. Linguistic

1. professional vocabulary and terminology

B. The French corporation

C. The French executive

D. The labor movement in France

E. Business conditions

1. Relations between government and industry
2. attitudes toward business

These subjects, their sequence and relative emphasis, are set out in the chart below.

FIRST YEAR

Course Number	Content
2X-101.1,.2	-basic language structures: phonetics, syntax, morphology 2-speaking ability reading of simple texts basic writing skills (short paragraphs on simple topics) -physical, political and economic geography

	-surface culture
2X-101.3	-review and further study of language structures 2-speaking ability introduction to journalistic, professional an literary texts perfection of basic writing skills (compositions based on readings) -social geography -surface culture

SECOND YEAR

2X-210	-review of language structures -development of close-rapid speech through drills, discussions and reports based on readings -development of clear prose style through compositions, reports and translations from English to the target language based on readings -political, economic and social history
2X-310	-development of close-rapid speech through drills, interviews, oral reports, discussions and extemporaneous speeches all based on readings -development of clear prose style through written reports based on readings -Current Major Issues
2X-377	-development of professional vocabulary through reading and use of specialized texts -development of close-rapid speech through briefings, interviews, discussions, extemporaneous speeches and role playing situations -development of writing style for professional needs through the writing of reports and letters based on specialized texts. -Professional Topics

ADMINISTRATION. These courses will be offered by the Department of Foreign Languages and Literatures. The whole sequence requires thirty hours of elective credit for students who have had no prior training in the language. Those who have had some experience with the language may place into the second or third quarter of the second-year sequence (skipped by students enrolled in 2X-101.3) or may skip the first year altogether. The Department of Foreign Languages and Literatures will be responsible for placing such students. In order to fully realize the goals of the program, students should take the entire second-year sequence.

Students enrolled in the College of Business Administration have the following numbers of elective hours available:

BSBA: 30 hours (10 liberal arts elective, 20 unrestricted)

BS Accounting: 37 hours (20 required Arts and Sciences elective, 17 unrestricted)

APPENDIX J

GENERAL BUSINESS AND MANAGEMENT DIVISION: RESEARCH FINDINGS IN CURRICULUM AND CAREER DEVELOPMENT ADEQUACY (EXCERPTS)

University of Denver
COLORADO SEMINARY

MEMORANDUM

DATE July 24, 1979

TO Division Faculty and Mary Cavanaugh

FROM Drs. Nancy S. Sampson and Thomas L. Watkins

SUBJECT Academic/Career Education Project - College of Business Administration
Research Findings and Resulting Action

The Department of Administrative Sciences used its portion of the Academic/Career Education Project to research two major areas: 1) major area degree requirements in comparable programs; and 2) entry-level career development adequacy. Major area degree requirements were compiled for the undergraduate offerings of Management and General Business and the graduate offerings of an MBA or MS with a Management Specialty. Requirements were summarized from current catalogs. Career development adequacy was assessed through open-ended questions relating to both the placement process at D.U. and the perceived academic preparation of D.U students majoring in General Business (undergrad) and Management (graduate). Three groups were interviewed either in person or on the phone: 1) current students involved in the placement process; 2) recent graduates; 3) recruiters using D.U. placement services.

Summaries of the findings are attached, as are the detailed write-ups of each segment of the research project.

The Division of Administrative Sciences has started using the survey results as a part of a major curriculum revision study for both undergraduate and graduate programs. Two sub committees have been assigned to this task and are due to report at a Division planning session in October, 1979. The research coordinators are serving as resource persons to both sub committees.

Attachments

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Attachment III

Career Development Adequacy

CAREER DEVELOPMENT RESEARCH FOR GENERAL BUSINESS AND MANAGEMENT MAJORS

PART ONE: General Question Format for Recruiters and Summary of Results.

PART TWO: General Question Format for Students Currently Interviewing and Summary of Results.

PART THREE: General Question Format for Recent Alumnus and Summary of Results.

GENERAL QUESTION FORMAT FOR RECRUITERS

1. Have you hired DU students in the past? How long have you been recruiting from DU?
2. How would you rate the preparation DU students have for the interview? Should there be any more preparation offered for the students?
3. How would you rate the academic preparation DU students have for the job openings available?
4. Why are you requesting (management or general business) majors at the undergraduate level and MBA's with management emphasis or general business emphasis at the graduate level as compared to other majors?
5. What are the entry level job openings available for students with general business and/or management undergraduate and graduate majors? Are there any differences?
6. Are there any types of specific course background you would like the students to have or that have been lacking? Would you like to see concentration in other areas or other ways of teaching? i.e. internships and cases.
7. What are the main strengths (weaknesses) of DU students?
8. Lastly, how would you rate the performance of DU grads you have hired? Any problems with them fitting into your organization?

Sample size: 15 recruiters

SUMMARY

Most of the employers I talked with have been recruiting at DU for at least two years. This indicated first off that they had had good previous experience and were continuing to consider DU graduates. They rated the preparation the students had for interviewing as ranging from above average to excellent. This question didn't bring any negative responses although two of them indicated that this tended to be an individual type orientation where problems came with specific students, not the school. The one substantial comment was from Mr. Foster at IBM who recommended that students should be very well acquainted with the firm they are interviewing with.

The third question brought general responses with few specific areas of concern. They all said that they thought that DU was a good school academically and that the students reflected this quality in their interviewing and job performance.

Most of the recruiters indicated that they were requesting general business majors because they believed this offered the students a good background in all areas of a business. They weren't able to differentiate why they were requesting management majors as opposed to general business. This was also reflected in the job openings they had available. In general, the starting positions were either sales positions or a form of management training program. They all indicated that it was a short period of time before advancement was possible, and in fact those DU students who had been hired in the past (and were still with the company) had been promoted. An interesting comment was that one man believed that DU students were disillusioned as to how fast and how far they could advance in the company.

Half of the employers said that one of the main points they look for in a student's resume was the past experience that student had had. It was encouraging to note, however, that the other half recognized the fact that the students had been attending school for several years and that part-time practical experience is hard to come by. These people indicated that the training the students receive in their own training programs was more than sufficient.

In questioning the recruiters on their opinions of specific course background the students were lacking, they were not able to give any response with substance. One man indicated that the students did need a course in business writing. They all thought that internships were valuable for the students, but most were very quick to say that their companies could not participate in these programs. The responses to the case study alternative was not as positive in that they didn't believe it was necessary for a good curriculum.

Those who did express opinions on the strengths and weaknesses of DU, stated that they believed DU was a good academic school, that the students were above average quality, and that the students they had hired were excellent acquisitions. On the other hand,four of the recruiters were vehement in their objection to the interviewing facilities. They commented that the cubicles made interviewing difficult because of the distraction from other people interviewing at the same time. Lastly, all of the people stated that most of the DU students hired in the past had become valuable assets to their firms. The reasons that the other students were not still with the firm had nothing to do with DU per se.

GENERAL QUESTION FORMAT FOR STUDENTS CURRENTLY INTERVIEWING

1. How would you rate the preparation you have for interviewing? Would you like to have had a class in interviewing techniques and/or career planning?

2. How would you rate the academic preparation you have for the job openings that are available? Would you like to have internship programs and/or case study in class?

3. Do you feel that you made the right decision as far as your major, to get the type of job you want?
(This involves a question of whether or not the student was disillusioned as to positions available for the degree they have.)

4. Is there anything you would say was lacking in your program at DU? Were you satisfied with the management and general business department and faculty? Were you satisfied with the course offerings?

Sample size: Undergraduates- 8 general business majors, 9 management majors.
Graduates- 6 general business majors, 1 management major.

SUMMARY

The consensus on the value of a class for interviewing and resume preparation was split almost 50-50. Most of the students believed that the preparation they have now is adequate, but it could be better. There were several responses to the affect that the problem isn't a lack of interviewing training, but rather a lack of companies coming to the school. Many students complained that there are so few opportunities for jobs originating from the placement office that they were not inspired to prepare themselves any more for interviews at the school. They all believed that the workshop offered by the placement office was adequate, and that it was up to the student to take the initiative in being prepared. A few students commented that they would like to have more career counseling to fully understand the job opportunities available in their fields and in what areas of the country.

Almost all of the students rated their academic background as fair. There were only a few that considered their academic preparation as good or excellent. There were generally negative responses to more internships; however, a majority of the students indicated that case study was very beneficial and applicable to the "real world." Case study tended to give the students some relevancy in their class studies. Internships were viewed as only supplementary to classroom education, and not considered essential for a well-rounded education. The major reasons given for rating the school as only fair centered on a feeling of inadequate faculty and limited course offering in various departments. The management department was cited as on the the weakest departments as far as certain faculty members. All [illegible] the management majorsstated that they thought the class on administrative systems and classes on problem analysis were very beneficial.

Surprisingly, after encountering such negative feelings, the students who majored in management and general business believed that they made the right decisions in their majors. Many of the students were disappointed in their decision to come to DU as they didn't realize until now just how weak the placement service was. They didn't feel that they were disillusioned as to the job opportunities available with a BSBA or MBA; however, the problem was more that DU is not in step with other business schools' career placement services. A lack of corporations interviewing at the school was the main problem.

Most of the students indicated that in general the management and general business department was adequate. They commented that the faculty was weak but a few of the members of the department's faculty were cited as some of the best in the school. The course offereings were also generally rated as adequate with weaknesses primarily in the scheduling of those courses. Several students indicated that quite a few classes were rarely offered.

All in all, there seemed to be a general feeling of disappointment in the school. Most of the students enjoyed there eduation at DU, but they now feel bitter that the career service is so inadequate.

GENERAL QUESTION FORMAT FOR RECENT ALUMNUS

1. How would you rate the academic preparation you had for the employment you have now? Is there any area of study where you would like to have had more exposure? Would more case study or internships been beneficial?

2. Do you feel you made the right decision to major in management or general business? Why or why not?

3. Were you satisfied with the general business and management department as far as:
   a. the faculty
   b. the course offerings

4. Do you feel there was adequate career counseling and planning for you to make an informed decision as to what to major in and what classes to take? Were you satisfied with the career placement office?

Sample size: BSBA- 5 general business, 6 management.
MBA- 5 general business, 2 management.

SUMMARY

Questioning the recent graduates brought positive responses concerning the school and the management department. All but two of the past students rated their academic background as good or excellent in preparing them for the employment they now have. For those people who had majored in general business there seemed to be a pattern of responses indicating that they would have benefitted from taking more finance courses in their core requirements. Three people suggested that the students in the management department should take more classes that concentrated on problem analysis and system design. Several people indicated that more case study would have been good training for actual employment, but they were not very supportive of internship programs.

Most of the students who majored in management believed they had made the correct decision in pursuing that area. A large percentage of general business majors stated that they would like to have had more specialization in their study, but were generally satisfied. Both groups believed that their majors had given them a fairly well-rounded background for a business career.

Almost all of the people I spoke with said that they were satisfied with the management and general business department as far as the faculty and course offerings. Negative responses were all directed toward problems in the faculty. Several people stated that the department was satisfactory except for the fact that there were a few members of the management faculty that were extremely weak. They listed problems with lack of enthusiasm, lack of current lecture material, and lack of understanding of students' needs.

There was practically a unanimous consensus that there wasn't adequate career counseling in the placement office or in the management and general business department. Interestingly enough, all of the people I talked with were employed, although most said they did not get their jobs through the career placement office. Several indicated that they were somewhat disillusioned as to the job opportunities available with their respective degrees. This was more common among graduates with BSBA degrees, than among those with MBA's.

All in all, there was an overall positive attitude toward DU and the educational quality the students had received. They questioned the career services the school had, and tended to state that area as the one needing the most improvement.

APPENDIX K

ALUMNI ANALYSIS DEPARTMENT OF ENGLISH

UNIVERSITY OF DENVER

Department of English
Alumni Questionnaire Analysis

November 1978

Department of English
Alumni Questionnaire Analysis

Total number of questionnaires sent: 500 Total number of alumni responding: 171 Response Rate: 34.2%

1. Did you receive a B.A. in English from D.U.?

2. If so, in what year?

4. Did you receive a graduate degree from D.U.?

5. If so, give year and degree ____________________

Undergraduate Degree from D.U. only - 101

1967 -- 13
1968 -- 13
1969 -- 16
1970 -- 11
1971 -- 14
1972 -- 5
1973 -- 9
1974 -- 2
1975 -- 6
1976 -- 4
1977 -- 8
1978 -- 0

Graduate Degree only - 45

1967 -- 7
1968 -- 2
1969 -- 5
1970 -- 5
1971 -- 5
1972 -- 5
1973 -- 3
1974 -- 3
1975 -- 4
1976 -- 3
1977 -- 3
1978 -- 0

Undergraduate and Graduate Degree - 25

Year of B.A.

1966 --- 2
1967 --- 6
1968 --- 3
1969 --- 2
1970 --- 2
1971 --- 1
1972 --- 2
1973 --- 3
1974 --- 1
1975 --- 3

Year of Graduate Degree M.A.,Ph.D.

1968 --- 2
1969 --- 1
1970 --- 4
1971 --- 1
1972 --- 4
1973 --- 1
1974 --- 2
1975 --- 2
1976 --- 1
1977 --- 2
1978 --- 4
1979 expected 1

3. Which English degree did you take?

	Undergraduate N = 101		Both* N = 25	
	times mentioned	%	times mentioned	%
a. Regular English Major with Language	67	66.3	18	72.0
b. Creative Writing	5	5.0	0	0
c. General Literature (no language)	15	14.9	3	12.0
d. Honors	14	13.9	4	16.0

6. How do you rate your education overall at D.U.?

	Undergraduate degree**		Graduate degree**		Both**	
	times mentioned	%	times mentioned	%	times mentioned	%
a. Excellent	13	12.9	22	48.9	5	20.0
b. Good	54	53.4	14	31.1	17	68.0
c. Fair	31	30.7	3	6.7	2	8.0
d. Indifferent	0	0	0	0	0	0
e. Poor	3	3.0	0	0	0	0
f. Terrible	0	0	0	0	0	0
g. No response			6	13.3	1	4.0

7. How do you rate your education in English at D.U.?

	Undergraduate degree		Graduate degree		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
a. Excellent	26	25.7	31	68.9	13	52.0
b. Good	59	58.4	12	26.7	11	44.0
c. Fair	15	14.9	1	2.2	1	4.0
d. Indifferent	0	0	0	0	0	0
e. Poor	1	1.0	0	0	0	0
f. Terrible	0	0	0	0	0	0
g. No response			1	2.2		

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*"Both" refers to those alumni having undergraduate and graduate degrees from D.U.

**Unless otherwise specified, N=101 for undergraduate degree; N=45 for graduate degree; and N=25 for Both.

8. Do you think that your English education helped you significantly with reading and comprehension?

	Undergraduate degree		Graduate degree		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
a. Yes	69	68.3	34	75.6	22	88.0
b. No	29	28.7	7	15.6	3	12.0
c. N/A	3	3.0	4	8.9		

9. Roughly how many books do you read a year?

	Undergraduate degree N = 101	Graduate degree N = 45	Both N = 25
Range	3-1000	0-200	0-260
Mean	43.3	74.0	48.0
Medium	33.73	70.0	46.8

Do you read any magazines regularly?

	Undergraduate degree		Graduate degree		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
Yes	95	94.0	41	91.1	24	96.0
No	6	5.9	2	4.4	1	4.0
N/A			2	4.4		

Do you read any newspapers regularly?

	Undergraduate degree		Graduate degree		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
Yes	90	89.1	41	91.1	24	96.9
No	11	10.9	2	4.4	1	4.0
N/A			2	4.4		

10. Do you think that your English courses helped significantly with your writing?

	Undergraduate degree		Graduate degree		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
a. Yes	74	73.3	39	86.7	21	84.
b. No	27	26.7	3	6.7	4	16.
c. N/A			3	6.7		

11. Do you have to write much in your present job?

	Undergraduate degree		Graduate degree		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
a. Yes	53	52.5	37	82.2	21	84.
b. No	41	40.6	6	13.3	4	16.
c. N/A	7	6.9	2	4.4		

12. Do you wish that you wrote better?

	Undergraduate degree		Graduate degree		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
a. Yes	75	74.3	35	77.8	19	76.
b. No	20	19.8	9	20.0	6	24.
c. N/A	6	5.9	1	2.2		

13. What did you like best about your experiences in English at D.U.?

Undergraduates N = 95* N/A 6

The responses to this question appeared to be grouped around three principal areas: faculty, curriculum and departmental atmosphere. The number of responses in a given area are in parentheses.

A. Faculty (92)

1. Professors excellent, genuine and warm, outstanding, superb, splendid, competent
2. Teachers specifically mentioned by name: James, Chapman, Datz, Feldman, Richardson, Wilson, Twining, Chambers, Gould, Pawlowski, Epstein, McIntosh, Rawlings, Brown, Richards, Tripp, Gross, Summer, Fuller, Mitchell, Cattrill, Hatchner, Chernilla, Stanbrough.
3. Student/faculty relationship - faculty were interested, shared their knowledge.
4. Personal interest in student progress
5. Enthusiasm of faculty members for their subject
6. Advising - were available
7. "Professors successful in literary world"
8. "The quality of professors made lasting impression"

B. Curriculum/Program (87)

1. Variety of courses offered - linguistics, literature, speech
2. Class requirements appropriate to the subject - books, assignments challenging
3. Literature courses
4. American Studies
5. Courses in general
6. Shakespeare course
7. Well prepared in "reading and writing", "conceptualization"
8. Honor Seminars
9. Creative writing courses
10. Chaucer course
11. Advanced composition
12. Internships
13. Independent study
14. Research methods

C. Atmosphere (41)

1. Thought provoking discussions, freedom of expression
2. Small classes
3. Open and friendly atmosphere, relaxed
4. Creativity allowed and promoted, emphasis on originality
5. Atmosphere "casual yet competitive"

---

*Sometimes alumni would mention several sub-categories within the major category.

13. Continued

Graduates N = 44* N/A 1

A. Faculty (56)

1. Excellent professors, lively, competent, frightfully challenging, "wise counsel". "Faculty exemplify a high ideal of scholarship who demand high standards of scholarly activity from the students". Cordial attitudes of instructors, great.
2. Faculty specifically mentioned by name: James, Chapman, Feldman, Williams, Datz, Pawlowski, Richardson, Chambers, Epstein, Tripp, Wilson, Boklund, Adams, Gould, Gross
3. Perceived interest in students - sympathetic counsel and guidance, accessible faculty who took an interest in each student.
4. Student/faculty relationship. "Overall quality of the faculty has been greatly responsible for my intellectual development and self confidence". "In the smaller classes the faculty were always willing to give any time necessary to individual students". "Faculty were genuinely glad to chat".
5. Advising

B. Curriculum (34)

1. "Program demanding, emphasis on clear, concise thinking and writing". "Courses were enjoyable and challenging".
2. Variety of courses. "Exposure to the best that has been thought and said in Western culture, including solid exposure to classics".
3. Special lecture series
4. Standard courses
5. Honors Seminar
6. Shakespeare
7. Class requirements appropriate to the subject
8. Financial assistance
9. Privilege to appreciate literature
10. Option of doing critical or creative dissertations
11. Enjoyed small quiet seminar class

C. Atmosphere (23)

1. Open, friendly, "full of warm associations and memories". A congenial academic atmosphere. Enjoyed general atmosphere among graduate students and faculty.
2. Thought provoking discussions - intellectually stimulating, "scholarly rigor", "the excitement of exploring new ideas".
3. Departmental pride in itself.
4. Small classes
5. Creativity allowed and promoted.
6. "There was a general atmosphere of excited learning - exuberent, yet disciplined"

*Sometimes alumni would mention several sub-categories within the major category.

13. Continued

Undergraduate and Graduate N - 24* N/A 1

A. Faculty (29)

1. Excellent professors - stimulating, fine, dedicated, gifted, competent, professional, scholarly, depth of insight, outstanding.
2. Faculty specifically mentioned by name: James, Chapman, Feldman, Williams, Pawlowski, McIntosh, Datz, Richardson, Chambers, Tripp, Wilson, Boklund, Adams, Gould, Gross.
3. Interest in students - sense of caring, willing to help
4. Student/faculty relationship - personable, enlightening discussions.
5. Advising

B. Curriculum/Programs (28)

1. Class requirements - books, assignments, etc.
2. Shakespeare courses
3. Creative writing course
4. Honors Program, Seminar - "feeling of comradeship"
5. Variety of classes
6. Special lecture series

C. Atmosphere (14)

1. Atmosphere was friendly, intimate, stimulating, promoted excellence in achievement.
2. Challenging and thought provoking discussions
3. Small classes, informality
4. Enthusiasm
5. Love of language

---

*Sometimes alumni would mention several sub-categories within the major category.

14. What did you like least about your experiences in English at D.U.?

Undergraduates N = 88 N/A 13

Ranked in order of frequency mentioned

1. Advising
2. Some faculty
3. Low credit courses which should have more credit awarded for requirements of course.
4. Some courses, some required areas
5. Elitist attitude
6. Classrooms
7. Freshman English
8. Registration
9. Too much information and books in one quarter or in one course
10. Red tape in general
11. Graduate Student Assistants
12. Lack of career information
13. Large classes
14. Sixty hours limit
15. Course scheduling
16. Lack of survey courses
17. No journalism major offered
18. Education Department
19. Lack of interest in students
20. Lack of library training
21. Lack of scholarship funds
22. Little challenge

Graduates N = 32 N/A 13

Ranked in order of frequency mentioned

1. Advising - limited, scope narrow, lack of career guidance, dissertation advising, peer advising
2. Some faculty
3. Elitist attitude, feeling of isolation
4. Some requirements not necessary, required courses
5. Registration, red-tape
6. Cost of tuition, lack of financial aid
7. Graduate teaching assistants
8. Foreign language requirement
9. Quarter system
10. Lack of cultural events
11. Lack of orientation

14. Continued

Undergraduates and Graduates N = 21 N/A 4

Ranked in order of frequency mentioned

1. Advising
2. Graduation requirements, English major requirements, course requirements
3. Classroom conditions
4. Education too narrow - more electives, greater variety outside of English
5. Some faculty not challenging
6. Elitist attitude
7. Registration, red-tape
8. Leaving
9. Method of instruction
10. Lack of support in finding a job
11. Graduate Student Assistants
12. "Milton"
13. Mandatory class attendance
14. Education Department
15. Course scheduling (only offered every 2 or 3 years)

15. Would you have preferred more career training as part of the English major: If so, would it have entailed:

	Undergraduate N = 177*		Graduate N = 55*		Both N = 36*	
	times mentioned	%	times mentioned	%	times mentioned	%
a. more expository writing	37	20.9	8	14.5	8	22.0
b. more close analysis of non-literary writing	36	20.3	6	10.9	6	17.0
c. more practice in speaking in front of a class	24	13.6	5	9.1	5	14.0
d. more career advising	61	34.5	14	25.4	7	19.0
e. no	19	10.7	22	40.0	10	28.0

16. Employment History

17. For each of the jobs above, how important was your English education at D.U. in helping you get the job?

18. For each of the jobs, how important was your English education at D.U. in helping your performance on the job?

(See addendum)

*Sometimes alumni responded to more than one category.

19. Do you see your in English at D.U. primarily as career training? or general education? or neither?

	Undergraduate N = 113*		Graduate N = 53*		Both N = 31*	
	times mentioned	%	times mentioned	%	times mentioned	%
a. Career training	21	18.9	24	45.3	8	26.0
b. General education	88	77.9	27	50.9	20	65.0
c. Neither	4	3.5	2	3.8	3	10.0

20. In your career field, is there a distinct advantage in being able to read, write and speak clearly?

	Undergraduate		Graduate		Both	
	times mentioned	%	times mentioned	%	times mentioned	%
Yes	97	96.0	41	91.1	24	96.0
No	3	3.0	1	2.2	1	4.0
N/A	1	1.0	3	6.7	0	

*Sometimes alumni responded to both a and b.

APPENDIX L

COMMUNITY/FACULTY/STUDENT EXCHANGE:
ANNOUNCEMENT
DEPARTMENT OF HISTORY

ATTENTION

ALL HISTORY MAJORS AND HISTORY FACULTY

The Department will be sponsoring a community/faculty/student breakfast exchange to discuss:

CAREER OPPORTUNITIES FOR HISTORY MAJORS

DATE: Wednesday, April 4, 1979

TIME: 7:30 - 9:00 a. m.

PLACE: Pioneer Room, Student Union

Representatives will be present from the following organizations:

Colorado Historical Society
U. S. Office of Personnel Management
Samsonite Corporation
Burroughs Wellcome Company
Commission on Aging/City and County of Denver
Johns-Manville Sales Corporation
May D & F
Local Law Firm

Please leave word with Secretary (Ext. 2347) in the History Department by Friday, March 30 if you plan to attend.

APPENDIX M

PUBLICITY ON THE PROFESSIONAL EXCHANGE DEPARTMENT OF MASS COMMUNICATIONS

Good News ... There Are Jobs!

by Lucy Diss

Although **The Denver Post** may hire only twenty people out of 1100 applicants, career opportunities are better for journalists than one might suppose, according to the paper's young executive City Editor. Good writers, especially ones who specialize are always needed at newspapers said Mr. Chuck Green, one of six speakers who addressed Mass Communications majors and faculty at the Phipps House Tuesday.

Graham Photo/Denver Clarion

Betsy Dill, Channel 7 News Co-anchorman, addressing Tuesday's Mass Communication Professional "Munch."

The event, which included a free lunch, was planned by the Mass Communications Department so that students would know "what to do with this magnificent education that the University is so kind to give you," as Dr. Harold Mendlesohn, the witty master of ceremonies, explained.

Green, who had a job at the **Post** while still attending college at CU also said students should consider free-lance writing and photography in preparing for the job market. Mr. Gene Levine, formerly with the Associated Press for over thirty years, and now a teacher in the Mass Communications department, agreed with both of Green's points. "The competition for jobs is with the general writers," said Levine. He suggested complementing strong writing and reporting skills with concentrations in science, economics, art, energy or the environment.

"If I could go back to school I would take business courses," said Mr. Lon Lee, station manager at KOA-Channel 4. The most difficult thing is handling people, explained Lee. He feels fate was a big factor in determining his eventual managerial position. He has professed to the "right place at the right time" theory ever since he became a programming director in Philadelphia following the sudden death of the previous director.

Betsy Dill, co-anchorperson at KWGN-Channel 7 also landed her position unintentionally. She was working at a small radio station in Iowa when offered a broadcasting job at an Albuquerque television station after submitting a single videotape. "I was lucky I guess," said Dill. She urged students to get experience in the field and check into the job market as soon as possible.

"If radio and television seem to pass you by, put you basic talents to work in audio/visual companies, suggested Maryruth Weyand of Carousel Productions. Weyand founded the Colorado Springs firm 18 years ago after working at both radio and television stations. "Good is never good enough," concluded Weyand, reminding the audience that they will have to live with any mediocrity they opt for.

One other speaker found an alternative to radio, television and print media. Miss Sherry Hartmann started as the first newspaper reporter in Castle Rock, Colo., and is now Public Relations Director for the Colorado Hospital Association. "The health care and hospital industry needs public relations more than any other," said Hartmann, calling attention to the industry's poor image because of rising hospital costs.

The program concluded with informal discussion among the students and guests. □

From The Denver Clarion
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p 4

APPENDIX N

INVITATION AND AGENDA FOR THE ALUMNI EXCHANGE
DEPARTMENT OF SPEECH COMMUNICATION

April 23, 1979

Dear Speech Communication Alum:

Two of our alumni recently complained to me about the difficulty they have in keeping up with recent developments in the speech communication discipline now that they are out of graduate school. They felt that even those alumni who are teaching are likely to have similar complaints, especially if they are in a department that doesn't offer graduate degrees or if they are too busy in their own areas of specialization to keep up with developments in related areas.

Shortly after my discussion with the two alumni, I was visited by a group of our current graduate students who suggested that it would be very helpful to them in planning for the future if they could meet some of our graduates and chat with them about how they are using their career planning.

I discussed these matters with Carl Larson and it occurred to us that we might be able to do something about both concerns by inviting all interested graduate alumni to spend a day with us in May. Members of the Speech Communication faculty could give some presentations on that occasion dealing with some of the current trends and developments in their areas of specialization. And time could be set aside during the day for our current graduate students to meet with the alumni in attendance.

Carl and I brought the matter up with the others on the faculty and they were receptive to the idea. So we decided to go ahead and give the idea a try.

You are cordially invited to return to D.U. for a day on Friday, May 25, 1979. We will assemble at 9 a.m. in the Phipps Tennis House. A map has been enclosed for your convenience. Also enclosed is a copy of the agenda and a registration form you should send to us to let us know if you are planning to attend. Please reply by May 18. There is no registration fee. You will need to plan your own transportation and housing. A list of available motels is on the agenda sheet. The luncheon will be furnished.

We are looking forward to seeing all of you who can attend.

Sincerely,

Alvin Goldberg
Director of Graduate Studies

UNIVERSITY OF DENVER
SPEECH COMMUNICATION ALUMNI DAY
May 25, 1979
Phipps Tennis House

AGENDA

9:00	Welcome Some current developments in the department	Carl Larson
9:30	What is new in the area of language, thought, and action	Alton Barbour Lou Glorfeld
10:30	Coffee	
10:45	Some current developments in communication theory	Frank E. X. Dance
12:00	Lunch(furnished) Current graduate students meet with alumni	
1:30	Some current developments in the area of leadership and power	Carl Larson Al Goldberg Mary Cavanaugh
2:30	Coffee	
2:45	New perspectives and approaches to the study of speech communication	Donna Jurick

****

If you are traveling from outside the immediate area and need to make motel reservations, the following have available rooms:

LaQuinta Motel	1975 S. Colorado Blvd.	(303) 758-8886
Ramada Inn	4760 E. Evans	757-7601
El Camino	1576 S. Colorado Blvd.	756-9487

TO: Carl Larson
Al Goldberg
Speech Communication Dept.
University of Denver
Denver, CO 80208

Please put my name on your reservation list for the Speech Communication Alumni Day.

Name ______________________________

Address ______________________________

City and State ______________________________

PLEASE REPLY BY MAY 18.

APPENDIX O

FACULTY QUESTIONNAIRE

CAREER QUESTIONNAIRE FOR FACULTY

1. Department ____

2. Which of the following activities relating to career education for students have you personally conducted or participated in this year?

   A____Collected or read information on current career opportunities for graduates of your undergraduate department.

   B____Assembled career information for distribution to students in your department.

   C____Distributed career information to students.

   D____Counseled individually with students about their future careers. Approximately how many students? _____.

   E____Advised students to take particular courses in light of their career opportunities or objectives. Approximately how many students? _____.

   F____Designed or taught a course, seminar, or special session in career education. How many courses? _____. How many seminars or sessions? _____.

   G____Included specific career planning information in the content of regular courses. How many courses? _____.

   H____Structured the content of courses with career needs in mind. How many courses? _____.

   I____Arranged for student contact with community business persons to discuss careers in the field. How many community persons? _____.

   J____Organized internships, workstudy relationships, volunteer experiences, or other career education placements with community business organizations for students. How many students? _____.

   K____Contacted potential employers about hiring department majors. How many employers? _____.

   L____Recommended students for specific jobs other than graduate school. How many students? _____.

   M____Referred students to the University's Career Planning and Placement Service for assistance. How many students? _____.

   N____Contacted the University's Career Planning and Placement Service for information. How many times? _____. Were the contacts useful? ________________________________.

   O____Met with the staff of the Academic Career Education Project to discuss career education in an academic setting or to plan career education activities. How many times? _____. Were the meetings beneficial? ____________________.

Career Questionnaire for Faculty

3. Please read each of the following statements and place an "A" in front of each statement with which you agree and a "D" in front of each statement with which you disagree. Leave statements blank with which you neither agree nor disagree or are uncertain.

_____A liberal arts and sciences education is not intended to be career oriented, thus career education should not be a goal of a true liberal arts college.

_____While departmental faculty should not be responsible for providing students with career information, a liberal arts college should provide a career service and job placement office for student use.

_____Liberal arts departments should provide some information for their majors about career opportunities.

_____The career implications of majoring in a particular discipline, rather than job-seeking skills, should be the emphasis of liberal arts career education programs.

_____Faculty should advise students about current career opportunities.

_____Liberal arts faculty should structure some courses in light of current career opportunities for their students.

_____A liberal arts college should provide faculty with direct assistance in integrating career information and concepts into the departmental program for their majors.

_____Liberal arts departments should be responsible for integrating career information, experience and concepts into the total program of their majors.

_____Departments should provide opportunities for students to meet with alumni and other business leaders.

_____Departmental career education courses should be offered.

_____Career education courses should be required.

_____Students taking career education courses should receive academic credit.

APPENDIX P

STUDENT QUESTIONNAIRE

ACADEMIC CAREER EDUCATION
Student Questionnaire

1. Class: _____Freshman _____Sophomore _____Junior _____Senior

2. Major____

3. Please indicate how confident you are about several matters related to your education and career by circling a number on the following five-point-scale:

   1 Extremely confident
   2 Confident
   3 Somewhat confident
   4 Uncertain
   5 Think it unlikely

1 2 3 4 5 That you will be able to get a good job when you graduate

1 2 3 4 5 That you will be able to get a good job in a field related to your major

1 2 3 4 5 That your liberal arts degree will be beneficial to your career

1 2 3 4 5 That your liberal arts degree will increase your lifetime earnings

1 2 3 4 5 That what you are learning in your major will be applicable in your work

1 2 3 4 5 That what you are learning in courses outside your major will be applicable to your work

1 2 3 4 5 That you made the right decision in choosing to go to college

1 2 3 4 5 That you made the right decision in choosing to go to D. U.

1 2 3 4 5 That you made the right decision in choosing a liberal arts degree

1 2 3 4 5 That you made the right decision in choosing your major

4. Please read each of the following statements and place an "A" in front of each statement with which you agree and a "D" in front of each statement with which you disagree. Leave statements blank with which you neither agree nor disagree or are uncertain.

_____A liberal arts and sciences education is not intended to be career oriented, thus career education should not be a goal of a true liberal arts college.

_____While departmental faculty should not be responsible for providing students with career information, a liberal arts college should provide a career service and job placement office for student use.

_____Liberal arts departments should provide some information for their majors about career opportunities.

_____The career implications of majoring in a particular discipline, rather than job-seeking skills, should be the emphasis of liberal arts career education programs.

_____Faculty should advise students about current career opportunities.

_____Liberal arts faculty should structure some courses in light of current career opportunities for their students.

_____A liberal arts college should provide faculty with direct assistance in integrating career information and concepts into the departmental program for their majors.

_____Liberal arts departments should be responsible for integrating career information, experience and concepts into the total program of their majors.

_____Departments should provide opportunities for students to meet with alumni and other business leaders.

_____Departmental career education courses should be offered.

_____Career education courses should be required.

_____Students taking career education courses should receive academic credit.

5. A. Please estimate the number of people in each of the following categories with whom you have discussed career decisions or received information about career alternatives in the last six months:

B. Then indicate the general opinion expressed by these groups about the usefulness of your present education in preparing you for a career:

Number	very beneficial	somewhat beneficial	not very beneficial	mixed reactions	no opinion expressed
____Students in your department					
____Other students at D. U.					
____Your faculty advisor					
____Other faculty in your department					
____Faculty in other departments					
____Alumni and Business leaders lecturing on campus					
____Other people working in your potential career area					
____Family members					
____Friends/acquaintances outside D. U.					
____Career Planning & Placement Staff					

6. Have you made decisions about what courses to take with your future in mind? _____Yes _____No

Did your faculty advisor discuss this with you? _____Yes _____No

7. Have you received any material from your department this year about various career options available to you? _____Yes _____No

8. Has your department held any meetings or workshops this year related to careers: _____Yes _____No

   If so, did you attend? _____Yes _____No

   If so, did you find it useful? _____Yes _____No

9. Has your department offered a course this year related to career planning? _____Yes _____No

   If so, have you taken it? _____Yes _____No

   If so, did you find it useful? _____Yes _____No

10. Please list career options which you think are available for graduates in your major:

    ______________________ ______________________
    ______________________ ______________________
    ______________________ ______________________
    ______________________ ______________________
    ______________________ ______________________

11. What is your most likely career choice, or at least one that you are considering?______________________

12. Please list skills that you are developing as a result of your education at D.U. which will be helpful in your career:

    ______________________ ______________________
    ______________________ ______________________
    ______________________ ______________________
    ______________________ ______________________
    ______________________ ______________________

13. What additional skills will you need for your career which you don't expect to acquire at D.U.:

    ______________________ ______________________
    ______________________ ______________________
    ______________________ ______________________

The University of Denver (Colorado Seminary) is an equal opportunity institution. It is the policy of the University to act affirmatively in the admission of students and in the provision of support services without regard to race, religion, color, national origin, age, sex, handicapped or veteran status.